DOCUMENT RESUME

ED 128 293 95 SP 010 365

TITLE Social Sciences of Sport: Bibliographies on Educational Topics No. 3.
INSTITUTION ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.,
PUB DATE Sep 76
NOTE 71p.
AVAILABLE FROM ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 ($1.50)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; *Athletics; History; Philosophy; *Physical Education; Psychology; *Social Sciences; Sociology

ABSTRACT

This publication is one of a series of annotated bibliographies in physical education. There are four sections--sport history, sport psychology, sport sociology, and sport philosophy. Each section consists of a brief introduction, the annotated bibliographic entries arranged alphabetically by author, and a list of cross references for documents relevant to more than one subdiscipline. Citations were selected from the two files contained in the ERIC data base: RESOURCES IN EDUCATION (RIE) and CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). (DMT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ERIC CLEARINGHOUSE ON TEACHER EDUCATION

ED128293

SOCIAL SCIENCES OF SPORT

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Bibliographies on Educational Topics

SPORT 365

3

SOCIAL SCIENCES OF SPORT

Bibliographies on Educational Topics No. 3

Published by:

ERIC Clearinghouse on Teacher Education
Suite 616, One Dupont Circle, N. W.
Washington, D. C. 20036

September 1976

SP 010 365

The Clearinghouse is funded by the National Institute of Education, in cooperation with the following associations:

American Association of Colleges for Teacher Education
American Alliance for Health, Physical Education, and Recreation
Association of Teacher Educators
National Education Association

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the American Alliance for Health, Physical Education, and Recreation (AAHPER) for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the AAHPER or the National Institute of Education.

TABLE OF CONTENTS

	PAGE
Foreword	v
SPORT HISTORY	1
Bibliography 2	
SPORT PSYCHOLOGY	21
Bibliography 21	
Cross References 36	
SPORT SOCIOLOGY	37
Bibliography 37	
Cross References 45	
SPORT PHILOSOPHY	47
Bibliography 48	
Cross References 62	
EDRS Order Form	65

FOREWORD

In the three years since the ERIC Clearinghouse on Teacher Education assumed responsibility for acquiring documents in Health, Physical Education, and Recreation, the ERIC data base in these areas has grown to the extent that certain topics now need to be selected and treated bibliographically. A consulting group convened to assist the Clearinghouse staff in determining priorities for study listed three concerns in the field of Physical Education: content, professional preparation, and public school physical education.

This publication is one of a series of annotated bibliographies in the content area of physical education. The four sections--sport history, sport psychology, sport sociology, and sport philosophy--target specific subdisciplines identified by the consultants, and will be of particular interest to professionals and students of sport.

The document results from a computer search of the ERIC data base. Selection of appropriate and timely material was made by Benjamin Lowe, professor of communication sciences at Governors State University, who is editor of Sport Sociology Bulletin and Review of Sport and Leisure, and author of The Beauty of Sport--A Cross-Disciplinary Inquiry, to be published in late 1976 by Prentice-Hall. Each section consists of a brief introduction by Dr. Lowe; the bibliographic entries, arranged alphabetically by author; and a list of cross references whenever documents may be relevant to more than one subdiscipline.

Citations were selected from the two files contained in the ERIC data base: Resources in Education (RIE) and Current Index to Journals in Education (CIJE). RIE abstracts documents generally unavailable commercially; citations provide, in addition to complete bibliographic data and the abstract, the document's accession (ED) number and its availability in either microfiche (MF) or "hard-copy" (HC) from the ERIC Document Reproduction Service (EDRS). An EDRS order form is included at the end of this bibliography. When a document is not available from EDRS, an address from which the material can be obtained is given.

CIJE indexes articles from over 700 educational journals, and annotations have been supplied where article titles are not self-explanatory. Unlike RIE documents, CIJE articles are not reproduced by ERIC in any form. To secure the articles, the reader is referred to the original journals, which are available in many libraries.

In making the selections for this publication, Dr. Lowe indicated that the ERIC materials represent only a portion of the vast literature available to students of sport. Yet, though not comprehensive, the bibliography nevertheless should acquaint researchers with many of the prominent persons in each of the subdisciplines and serve as a point of departure for further inquiry. The Clearinghouse expresses its deep appreciation to Dr. Lowe for his efforts in developing this publication, and hopes that the reader will find it a useful research tool.

Karl Massanari
Clearinghouse Director

Gordon D. Jeppson
Clearinghouse Associate
for HPER

SPORT HISTORY

The relationship of sport history to the history of physical education is familiar--the study of sport history is derived from the concerns of physical educators to better understand the origins of their chosen field of inquiry, sport, as a functional component of physical education. Sport history was not motivated by historians, although in recent years many historians have joined the ranks of the sport historians who were educated through physical education.

It has always been stressed in physical education that students know its origins and background. Typically, the origins of athletics as bestowed to us by the Ancient Greeks through relics and artifacts have always been acknowledged. This is where sport history began to separate from the parent discipline--people began to ask how sport differed from physical education (as taught in the schools). There was the demand for a definition of sport, but more importantly, there was an implicit acceptance that sport was identifiable in its own right as a force in society at large (as well as in the interscholastic and intercollegiate systems of education). The definition of sport is still unresolved, but the progress of the study of sport history continues with marked success.

This progress in the study of sport history is evident in the number of national and international conferences devoted to the subject, the growing number of people educated in the discipline of history entering this sub-field, and the growth in publications focusing purely on sport history. Since 1970, there has been a strong upsurge of specialized interest to the point where associations of professionals have started to cater strictly to the needs and interests of sport historians. In this respect, the present bibliography does not fully reflect the extent to which sport history has advanced in recent years, or is advancing at its present momentum. The bibliography is useful as a starting reference for the person interested in the sub-discipline, but familiarity with its contents will quickly indicate its limitations. The limitations of the bibliography do not emphasize a weakness, since bibliographies (by nature) are documents of consolidation, and thereby must always appear to be outdated to the critical scholar who stays abreast of developments.

On the whole some of the major names in sport history are evident in the bibliography, for example, Maxwell and Reet Howell, Roberta Park, Nicolas Moolenijzer, John R. Betts, Marvin Eyler and Mary Lou Remley. There are many equally distinguished names missing, for example Richard Mandell (author of The Nazi Olympics, 1972), Ronald Smith and Bruce Bennett, among others. Furthermore, there are many Canadians working in this field of study, who are making an impact both nationally and internationally, for example, Peter Lindsey, Alan Metcalfe, and Alexander Young (an American working in a Canadian university, Dalhousie University in Nova Scotia). These professionals are developing graduate and undergraduate courses in sport history, and currently, the number of courses introduced to the curriculum is growing with each year.

Eventually, sport history will not be a sub-field of either education or of history, but rather a recognized sub-field contributory to both parent disciplines. Of special interest is the fact that new avenues of research are being developed, both empirical and humanistic, and employed for the better understanding of sport in the past, with implications for sport in the present and in the future.

SPORT HISTORY--BIBLIOGRAPHY

Albertson, Roxanne M. "Physical Education in New England Schools and Academies from 1789 to 1860: Concepts and Practices." 6p. ED 111 827 MF & HC

This study traces the major programs and factors which contributed to the development of physical education in New England schools and academies between 1789 and 1860. First, the major types of physical exercise programs and the schools in which these programs operated are presented. Types of exercise programs identified include military training and exercise, gymnastics, manual training, domestic economy, calisthenics, and sports and games. Second, the major factors identified as influencing the development of physical education in New England between 1789 and 1860 are listed. They include the following: (1) concern for the health of students, (2) major contributions toward the implementation of physical education by such educators as Horace Mann, (3) influence exerted by school leaders to bring about school reforms including reforms in physical education, and (4) the inclusion, in public schools, of physical exercise programs that had been previously used in academies and private schools. In conclusion, the author states that the time period between 1789 and 1860 was one of testing various physical exercise programs as a means of providing for the healthful physical development of students, and that many of present day physical education concepts and activities can be traced to those begun in New England during this time.

Albertson, Roxanne M. "Sports and Games in New England Schools and Academies 1780-1860." Paper presented at the annual meeting of the North American Society for Sport History, April 1975, Boston, Mass. 18p. ED 107 598 MF & HC

Ideas concerning the value of games and sports for school children changed gradually between 1780 and 1860. Although not always condemned by teachers, those activities were not considered part of school in the early period. Sports considered acceptable for nonschool hours were utilitarian activities such as hunting, fishing, field sports, boating, and swimming. After 1830, educators debated the merits of joining students in sports participation in

order to provide moral guidance. Parents sent their children to private instructors in the community during nonschool hours in order to learn "refined" sport. By 1860 many sports were advocated as healthy, useful, and pleasurable physical activities for young boys. The need of physical activity for girls was also suggested, but sports for girls were not strongly advocated by educators of the day. Many academies provided playgrounds and facilities for students to use during recess. A few schools provided special instructors for certain "refined" sports, and in a few schools faculty participated with their students in these activities. Sport clubs were organized in order to compete against other teams, but generally these sport clubs remained under student control until after 1860. The resistance to sports participation by children had decreased by 1860, but it was not until after the Civil War that educators began advocating the inclusion of sports in supervised physical education classes in New England schools.

Bell, Donald, Ed. An Experiment in Education; The History of Worcester College for the Blind, 1866-1966. 1968. 80p. Available from: Humanities Press, Inc., 303 Park Avenue South, New York 10010. ED 027 692 Document Not Available from EDRS.

The development of an English elementary and secondary school for blind boys is examined from its inception in 1866 to 1912. The status of education for the blind, the role of the second headmaster Samuel Forster, curriculum, instructional materials, athletics, changes in facilities, and financial support are discussed. Changes made from 1912 to 1938 are reported and include the influence of headmaster George C. Brown, increase in number of boys served, addition of courses and activities, financial affairs, administrative problems, and the assumption of control by the National Institute for the Blind. The consolidation of the school under B.O. Bradnack bringing the school more closely into the pattern of the public school system, increasing the assets, raising the quality of the staff, and taking boys who could not afford the fee is described. Also mentioned are recent developments in education for the blind in England and the future of the school.

Betts, John R. "The Impact of Technology on Sport in the Nineteenth Century," Journal of Health, Physical Education, and Recreation 40:87-90; November/December 1969.

The technological revolution of the 19th century exerted a strong influence on the popularization of American sport through improvements and innovations in such areas as transportation, communication, inventions, architecture, merchandising, and manufacturing.

Buckley, Richard Dale. "Children, Teachers, and Other Adults Express Their Opinions About Historically Important Persons of the United States." HIP Project Report. A graduate seminar project at the University of Wisconsin-Oshkosh, Department of Elementary Education. April 1970. 11p. ED 100 761 MF & HC

A survey of opinion in east-central Wisconsin focused on respondents' perceptions of persons, historical or living, who have made the greatest contribution to the United States. Teachers, other adults, and students responded with the names of two persons who have made the greatest contribution to the United States, one president who has made the greatest contribution to the United States, and two areas that have made the greatest contribution to human endeavor from among business, education, exploration, government, labor, medicine, religion and/or philosophy, science and/or invention, sports, writing, and the fine arts. Students were also asked to note their favorite school subject. Among all respondents governmental leaders predominated in both categories of contributing persons. Science, however, was the area of human endeavor most often cited with education second -- except among students, where education was third and government second. The results may point to a need for rethinking not only what historical figures to include in the social studies but also what areas of human endeavor.

Christine, Emma Ruth. "I. M. P. Independent Miniunit Programs." 1974. 5p. ED 102 960 MF & HC

To attempt to make learning American history an exciting experience, to sharpen study skills and self-directed learning and to familiarize students with library resources, an experimental sequence of two-week "independent miniunit programs" was established. Eight areas of American life were identified: sports, space and ocean, journalism, photography and films, youth moods, changing lifestyles, United States geography, and music, American style. Materials available on each topic were gathered and learning stations were devised. Working with classroom teachers, students spent one hour at a learning station each day. Progress toward the objectives and student reactions were evaluated. A copy of the evaluation sheet and an outline of the sports miniunit are appended.

Dortmund, E. K. "Teaching Popular Culture: A Complaint and a Scheme," Learning Today 6:73-80; Summer 1973.

The rationale for including popular culture aspects such as "penny dreadfuls," movies, and sports in history curriculum for high schools is discussed. A list is included of various topics to be used.

Eyler, Marvin H. "The Teaching of the History of Physical Education and Sport in the United States and in Canada." 1975. 11p. ED 115 650 MF & HC

Twenty-seven universities were surveyed to determine types of programs, approaches, problems, and solutions in teaching the history of physical education and sport. All those that responded (23) indicated that they had at least one course in this field. Both elective and required undergraduate and graduate courses were offered at different institutions. Courses were usually three hours per week for one semester, and the normal format was the lecture, often with visual aids. Problems identified included overly large classes, insufficient time to cover the subject, lack of qualified faculty and appropriate texts, and student unfamiliarity with history. Recommendations to improve classes included provision of greater curriculum balance, with more attention to humanities; more emphasis on history; and greater involvement of historical organizations in taking on projects such as producing visual aids. Suggested innovative techniques included having students give mini-papers, going to museums, talking about current events, and using reproduced prints of primary sources. Beginning level classes focused on an understanding and appreciation of sport, while upper level classes dealt with the role of sport in society, and graduate classes stressed methods of historical research.

Feeley, Dorothy M. Everybody is Somebody. Grade 3. Stoneham Public Schools, Mass. 35p. ED 053 011 MF & HC

Objectives of this unit for grade three are: 1) to show that ethnic differences are superficial, that we are all human beings and differences are a part of the American heritage; 2) to explore the various meanings of Black Power; 3) to understand the background and achievements of the people of the past, present, and future; 4) to enhance the awareness of the customs, life styles, and backgrounds of the various ethnic groups; and, 5) to develop within each child a strong feeling of patriotism and democracy based on a strong knowledge of his American heritage, and a sense of dignity and self-respect. Each section on Blacks, Puerto Ricans, American Chinese, and the American Indian contains: 1) background on their native country including history, geography, culture and life styles, economy, and government; 2) American heritage or background; 3) current views and problems; 4) contributions of the group and specific individuals in politics, exploration, education, athletics, entertainment, humanities, business, and science and technology; 5) suggested activities; 6) student evaluation tips; 7) student and teacher references; 8) audiovisual aids such as filmstrips, music, films, recordings.

Fidler, Merrie A. "The All-American Girls' Baseball League, 1943-1954." Paper presented at the annual conference of the North American Society for Sport History, April 16-19, 1975, Boston, Mass. 29p. ED 113 304 MF & HC

This presentation provides an historical sketch of the All-American Girls' Baseball League (AAGBBL). The League was created in 1942 as the All-American Girls' Softball League, by Philip K. Wrigley. He initiated the League as a non-proft organization governed by a board of three trustees. Mr. Wrigley's basic motivation for creating the AAGSBL was to organize substitute entertainment for men's professional baseball. In 1943, Mr. Wrigley began de-emphasizing the League's identity with softball and emphasizing its identity with baseball. The League was renamed the All-American Girls' Professional Ball League, but unofficially it was referred to as the AAGBBL. The League grew from its four original teams in 1943 to a maximum of ten teams in 1948. By 1954, it had dwindled down to five teams. The organizational structure of the League underwent three basic changes, all due to changes in administration. There were also both real and imagined problems with male managers and female players. To solve this, chaperones were hired. The League administrators maintained strict conduct rules for the players. The demise of the AAGBBL came after the 1954 season. Post-World War II social changes combined with intra-league changes to contribute to the League's demise. Many instructive lessons can be ascertained from the League's experience, however, for current and future application to women's professional sport. An appendix is attached which contains charts and tables on structure, salaries, and participants.

Gettleman, Marvin E. "The Making and Unmaking of a President I: College President on the Prairie: John H. Finley and Knox College in the 1890s," History of Education Quarterly 9:129-53; Summer 1969.

The history of John H. Finley's presidency of Knox College illustrates one way in which colleges survived in the period when interest in universities was growing.

A Guide to Two Cultures: American. A Guide to Two Cultures: Indochinese. Publication 8. Washington, D.C.: Interagency Task Force for Indochina Refugees, August 1975. 52p. ED 112 648 MF & HC

This guide was adapted from an article by Arthur Gordon originally titled "How To Understand Those Mystifying Americans." Each page of the text is divided into two parts, with the English version given on one

side and the Vietnamese on the other. The guide is composed of two main sections. The first is addressed to Indochinese refugees and gives: (1) a sketch of the general American character, (2) a general historical background of the United States, and (3) some of the salient features of present-day American social and cultural life. The second part is addressed to sponsors, employers, friends, etc. of refugees from Indochina. It is organized as an alphabetical glossary. Each word represents a concept that has to be dealt with in everyday life, such as bank, children, climate, friends, food, games and sports, language, names, offensive behavior, police, time. Each annotation gives the knowledge of and/or attitude toward the concept that an Indochinese person would most probably have. It then suggests how Americans should handle these social situations. A short bibliography suggests further reading.

Holbrook, Leona. "Dancing as an Aspect of Early Mormon (Church of Jesus Christ of Latter-Day Saints) and Utah Culture." Paper presented at the Canadian Symposium on History of Sport and Physical Education at Dalhousie University, Agusut 19, 1974, Halifax, Nova Scotia, Canada. 29p. ED 110 412 MF & HC

Dance has often been a significant part of a cultural heritage. Most of the religious organizations which were formed just after the United States achieved its independence, however, rejected many European religious customs, including dance. Despite this, the Mormon church not only allowed dance, but advocated and sponsored it. Dance was an important part of Mormon social life throughout their migration westward, and continued to be so when they reached Utah. The Mormon church has continued to emphasize dance as a major means of bringing church members together. (This document provides numerous examples of the popularity of dance among Mormons throughout their history.)

Holland, Judith R., Ed. AIAW Handbook of Policies and Operating Procedures, 1974-75. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, National Association for Girls and Women in Sport, 1974. 70p. Available from: American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036. ED 099 350 MF

The policies and procedures of the Association for Intercollegiate Athletics for Women (AIAW) are the focus of this handbook. The first part of the document deals with the history and structure of the AIAW and includes eligibility requirements for the different types of membership; the constitution and bylaws of the organization; its code of ethics for players, coaches, administrators, and spectators; and position papers on intercollegiate athletic activities for women, women on men's teams, and regulations for the awarding of financial aid to student athletes. The

second part of the document presents policies for AIAW institutions and procedures for the national championships it sponsors. The appendix to the document lists the members of the association's sports advisory committees, schedules for the 1974-75 championships, and special publications of the associations.

Horkheimer, Mary Foley, and John C. Diffor, comps. Educators Guide to Free Films. 33rd ed. Randolph, Wis.: Educators Progress Service, June 1973. 817p. Available from: Educators Progress Service, Randolph, Wis. 53956. ED 081 169 Document Not Available from EDRS.

The thirty-third annual guide references 4,919 free films for educators, including 1,118 new titles. Information about the guide and sources of films is presented first, and the table of contents provides a curricular classification of the materials listed: safety, aerospace education, agriculture, arts and crafts, business education, clubs and scouting, communications and transportation, consumer education, driver education, entertainment, environmental education, geography, guidance, health and physical education, history, industrial education, music, religion, schools and educational opportunities, science, social problems, sports and recreation, and women's interests (home, community). The body of the guide gives full information about each film including date, title, source, length, availability, clearances, and content. Included are a title index, subject index, source and availability index, Australian availability index, and Canadian availability index.

Howell, Maxwell L. "Seal Stones of the Minoan Period in the Ashmolean Museum, Oxford, Depicting Physical Activities," Research Quarterly of the AAHPER 40:509-17; October 1969.

Discusses the study of seal stones as revealing the possibility of various physical activities, sports, and games in the Minoan period, and stresses the use of such primary sources by physical educators.

Howell, Reet. "The USSR: Sport and Politics Intertwined," Comparative Education 11:137-45; June 1975.

Although sport is supposedly non-political in the Soviet Union, it is used to achieve non-sport objectives such as political socialization, political indoctrination and political integration. Article considered sport in the Soviet Union as it is interrelated with other aspects of society.

Hunacek, Vaclav, Comp. Czechoslovakia Information Minimum. Austin: Texas Education Agency, 1970. 78p. ED 063 199 MF & HC

The compilation of basic facts, intended as a guide for social studies teachers, provides a concise data survey on Czechoslovakia that relates to the history of the United States. The purpose is to furnish information based on both American and Czechoslovakian sources. In an outlined form social, economic, and political facts are provided along with additional information on geography, population, and history. Cultural information on religion, traditions, languages, popular foods, sports, and holidays contributes to an understanding of the people and country. Lists of persons who contributed to and are representative of Czechoslovakia such as former monarchs, presidents, and outstanding and famous personalities born in and from the country are given. Since 5% of the people in Texas are of Czechoslovakian extraction, an attempt is made to show the relationship between Texas and Central Europe which began in the early 16th century. Lists of the most famous personalities from Czechoslovakia now living in the United States and ten greatest moments in the history of American-Czechoslovakian relationship comprise the latter half of the volume. Special features include a short bibliography of Czechoslovakian sources and a listing of collections of available teaching materials pertaining to Czechoslovakia located in the U.S. and Czechoslovakia.

Jable, J. Thomas. "Sunday Sport Comes to Pennsylvania: Professional Baseball and Football Triumph over the Commonwealth's Archaic Blue Laws, 1919-1933." Paper presented at the annual convention of the North American Society for Sport History, April 16-19, 1975, Boston, Mass. 27p. Best copy available. ED 109 103 MF & HC

Following World War I, many Americans plunged into sport, and found the Sabbath a convenient and popular day for engaging in sporting events, especially since Sunday activities had become commonplace during the War and acceptable in many areas. However, when Pennsylvanians turned to sport on the Sabbath, they were confronted by the state's archaic blue law of 1794 which prohibited all sports and diversions on Sundays. In 1926, the Philadelphia Athletics baseball team tested the statute by scheduling a Sunday contest with the Chicago White Sox. The game was played without incident, but Sabbatarians protested and brought this issue before the courts. In 1927 the Pennsylvania Supreme Court, concurring with Sabbatarian charges, ordered the Athletics not to schedule any more Sunday games under penalty of forfeiting its charter of incorporation. It was not until 1933, after several battles in the Pennsylvania legislature, that the Sunday lobby generated enough votes to modify the 1794 statute. The new law permitted baseball and football on Sunday afternoons between 2:00 and 5:30 p.m., if the voters of any locality approved. The electorate in Pennsylvania's metropolitan areas voted heavily in favor of Sunday

sports at the November 1933 elections. Immediately after the elections, professional football teams began playing on Sundays in Pittsburgh and Philadelphia, inaugurating the first legal Sunday sports in Pennsylvania's history.

Jessup, Harvey M., Ed. The Little Known Olympic Sports. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1972. 73p. Available from: American Association for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington, D.C. 20036. ED 079 300 MF

This document is a collection of articles on Olympic events, particularly those that are not as well publicized as some others. Each article was written by an acknowledged expert in the particular field. The introductory article, "The Olympic Story," covers the history of Olympic Games from their origin in Greece to the present. The remaining articles on the little known Olympic events are on archery, fencing, judo, shooting, cycling, canoeing, equestrian sports, yachting, team handball, water polo, pentathlon, biathlon, bobsledding, and luge. Each article contains some historical description, description of rules and equipment specifications, and a run-down of current practices and events.

Keefe, Robert J. "Intercollegiate Athletics in the Roaring Twenties." Paper presented at the annual convention of the North American Society for Sport History, April 16, 1975, Boston, Mass. 13p. ED 111 774 MF & HC

College sports were started by students in the post Civil War period of the 1860's and 1870's. By the 1880's football, baseball, crew, and track and field were popular intercollegiate sports. The desire of the nation as a whole for diversion after World War I provided an impetus for sports in general and intercollegiate athletics in particular. During the 1920's intercollegiate athletics reached unprecedented popularity. New sports such as basketball, golf, tennis, soccer, lacrosse, swimming, gymnastics, and fencing were added to the program. Colleges were forced to provide new facilities, including large stadiums and new and bigger gymnasiums for popular indoor sports. This increased emphasis on college athletics led to some serious problems, such as commercialism, proselytizing and subsidization of athletes, and coaches who believed in winning at any cost. The formation of the National Collegiate Athletic Association in 1906 resulted in colleges and universities assuming some control over their athletic programs. This in turn created a number of administrative problems. Fortunately, during this period physical education was undergoing some changes too, and its new emphasis on games and sports moved it closer to the athletic programs. By the end of the decade the merger was complete, and the physical education teacher and athletic coach were one and the same.

King, Katheryn. "Speed-A-Way, Physical Education: 5551.14." An Authorized Course of Instruction for the Quinmester Program. Miami, Fla.: Dade County Public Schools, 1971. 34p. ED 095 106 MF & HC

This course outline is a guide (grades 7-12) for teaching speed-a-way, a game combining soccer, basketball, speedball, and field hockey skills. The course format includes discussions, demonstrations, skills practice, films, and tests that focus on mastery of skills, understanding of rules and officiating, testing skill performance and rules knowledge, strategies and game play, and development of safety and social awareness. Course content includes the following: (a) history, (b) terminology, (c) description of game, (d) equipment and area, (e) safety procedures, (f) rules and regulations, (g) techniques and fundamentals, (h) game strategy and tactics, (i) playing courtesies, and (j) social and ethical values. Learning activities include warm-up exercises, lead-up games, drills, and skills practice techniques. Structured activity, teaching aids, and resources for student and teacher are recommended. Procedures for giving a skills test are outlined. A 10-item bibliography is included.

Koblitz, Minnie W. The Negro in Schoolroom Literature, Resource Materials for the Teacher of Kindergarten through the Sixth Grade. 2d ed. New York: Center for Urban Education, November 1967. 74p. ED 019 318 MF & HC

This annotated bibliography lists more than 250 books, current to September 1, 1966, which contribute to the understanding and appreciation of the Negro heritage. These resource materials, suitable for students in kindergarten through sixth grade, are arranged according to reading level. There are sections containing additional source materials and background materials for teachers. The books are listed under the rubrics--picture books and easy readers, reading series, fiction, general biography, sports biography, American Negro history and contemporary problems, and travel. There is an author index and a publishers appendix. This document is also available from The Center for Urban Education, 33 West 42nd St., New York 10036.

LoGatto, Anthony F., Comp. The Italians in America, 1492-1972: A Chronology and Fact Book. Ethnic Chronology Series, No. 4. 1972. 149p. Available from: Oceana Publications, 75 Main St., Dobbs Ferry, N.Y. 10522. ED 081 892 Document Not Available from EDRS.

Contents of this chronology and fact book include the following: (i) Editor's foreword; (ii) Chronology; (iii) Twenty-one documents, ranging from "Charter granting Christopher Columbus the Prerogatives and Privileges of his Voyage--April 30, 1492," to "On the Care of Migrants," issued by Pope Paul VI on August 22, 1969; (iv) Nine appendices, including (1) Award Winners; (2) Business, Industry and Organizations; (3) Creative Arts--some Italian-American writers, painters, and sculptors; (4) Entertaining Arts--popular and classical, Metropolitan Opera House singers and conductors; (5) Italian-Americans in Government--the United States Congress, Federal and State judiciary, Federal departments and agencies; senators, assemblymen and representatives from California, Connecticut, Illinois, Massachusetts, New Jersey, New York, and Pennsylvania; Statistics--Italians who reported under the Alien Address Program during 1970, immigrants admitted and state of intended permanent residence for year ended 6/30/70; the name "Columbus" honored geographically; (6) Professions--educators, doctors, lawyers, engineers, architects, scientists and social scientists; Italian-American bishops of the Roman Catholic Church; (7) Italian-Americans in Sports--auto racing, baseball, basketball, bowling, boxing, football and golf; (8) Some representative Italian newspapers and periodicals, by state; and (9) Materials and audiovisual aids; (v) Bibliography--general reference, popular materials, scholarly materials.

Lowe, Billye J. "Fundamental Field Hockey, Physical Education: 5551.21." An Authorized Course of Instruction for the Quinmester Program. Miami, Fla.: Dade County Public Schools, 1971. 44p. ED 095 103 MF & HC

This course outline is a guide for teaching fundamental skills, rules, and strategies of field hockey in grades 7-12. The course format includes lectures, skills practice, audiovisual materials, demonstrations, and competitions that focus on mastery of skills, rules, game situations, and safety procedures. Course content includes the following: (a) history of field hockey, (b) description of field hockey, (c) selected terminology, (d) playing courtesies, (e) social and ethical values, (f) equipment and playing areas, (g) safety procedures, (h) rules and regulations, (i) techniques and fundamentals, (j) strategy and tactics, and (k) recommended student resources. Learning activities and teaching procedures include illustrations of warm-up exercises, lead-up games and variations, techniques, and skill drills. A lesson plan progression and recommended teacher resources are also included. A skill test is outlined, and appraisal forms and written and/or oral test items are suggested. (A 14-item bibliography is included.)

McInerney, Marjorie. "Beginning Fencing, Physical Education: 5551.53." An Authorized Course of Instruction for the Quinmester Program. Miami, Fla.: Dade County Public Schools, 1971. 42p. ED 095 108 MF & HC

This course outline is a guide for teaching the principles and basic fundamentals of beginning fencing in grades 7-12. The course format includes lectures and demonstrations, skills practice, films, and class competition, which focus on mastery of skills, rules and etiquette, care and repair of equipment, safety, and development of techniques and strategy. Course content includes the following: (a) history of fencing, (b) terminology, (c) description of fencing, (d) playing courtesies, (e) social and ethical values, (f) the care and repair of equipment and area, (g) safety procedures, (h) rules and regulations, (i) techniques and fundamentals, and (j) game strategy and tactics. Learning activities and procedures illustrate warm-up exercises, lead-up games and variations, drills, and skills practice techniques. Resources for student and teacher are recommended. Procedures for giving and scoring a skills test are outlined. An eight-item bibliography is included.

Mohl, Raymond A. "Alice Barrows and the Platoon School, 1920-1940." Paper presented at the annual meeting of the American Educational Research Association, April 1975, Washington, D.C. 18p. ED 104 767 MF & HC

The platoon school plan, originally developed in Gary, Indiana, appealed to Progressives in the 1920's for both its administrative efficiency and its achievement of a creative, humanistic, and democratic education. Students were divided into two sections, and while one section filled all the classrooms and studied academic subjects during the morning hours, the second utilized the rest of the school facility in more specialized activities such as art, music, dancing, dramatics, scientific experiments, athletics, workshops, and library work. In the afternoon the two groups switched. In the 1920's Alice Barrows, in her position at the U.S. Office of Education, moved to the forefront as the most aggressive national publicist for the platoon school plan. Barrows supported the plan not because of its efficiency, but because it humanized instruction, permitted the child to be treated naturally as a human being, and developed the child's individuality. In the late 20's and 30's Barrows' ideological position on the platoon system shifted from moderate reform to the extreme left, as she focused on the plan as a means for egalitarian social change.

Monahan, Dan. "Stimulating Interest in World History Through Simulation Baseball," Education 94:175-76; November/December 1973.

Discussed an instructional method for stimulating student interest in learning world history.

Moolenijzer, Nicolaas J. "Korfball--An International Game of Dutch Origin," Journal of Health, Physical Education, and Recreation 42:22-25; February 1971.

Rules and regulations are given for the game of korfball and its field dimensions.

Morgan, Mary E. "Boundball, Physical Education: 5551.29." An Authorized Course of Instruction for the Quinmester Program. Miami, Fla.: Dade County Public Schools, 1971. 35p. ED 095 107 MF & HC

This course outline is a guide for teaching basic skills of boundball in grades 7-12. The course format includes lectures, drills and practice, game situations, and tests that focus on developing skills, understanding rules and basic officiating, strategy and etiquette, and social and ethical values. Course content includes the following: (a) history of the game; (b) terminology; (c) description of the game; (d) equipment and area; (e) safety procedures; (f) rules and regulations; (g) techniques and fundamentals; (h) game strategy; (i) basic knowledge of officiating techniques; and (j) sportsmanship. Warm-up exercises and skill drills are illustrated, and resources for students and teacher are recommended. A skills test and incidence chart for evaluation are presented. (A 26-term bibliography is included.)

"Multi-Ethnic Contributions to American History." A Supplementary Booklet, Grades K-3. Shreveport, La.: Caddo Parish School Board. 40p. ED 115 647 MF & HC

The booklet is intended for primary school teachers. It lists 22 suggested activities as well as ideas for using music, art, and bulletin boards for multicultural education. The purpose of the first activity is to provide opportunities to discuss great Americans of different ethnic backgrounds. An extensive list is included which contains members of many ethnic groups (mostly men) who have made contributions in medicine, sports, science, civil rights, the military, and entertainment. A bibliography of books and films is also included for both teachers and students.

New Forms and Substance in Physical Education. Washington, D.C.: National Association of Secondary School Principals, December 1974. 9p. Available from: National Association of Secondary School Principals, 1904 Association Dr., Reston, Va. 22091. ED 100 832 MF

This report states that today's physical education programs are aimed at helping students acquire constructive concepts and desirable habits regarding the preservation of a well-tuned, efficiently functional human body and all its healthy competitive components. Physical education has grown into a consortium of several identifiable areas of specialization: kinesiology, sport arts, sport sociology, curriculum, history and philosophy, movement education, adaptive programs, and athletics. This growth has been accompanied by a number of curriculum-related problems, five of which are discussed in this report. Also mentioned are the continuing projects on which the Secondary School Physical Education Council is working: evaluation and assessment, student sports awards, Physical Education Public Information (PEPI), Project IDEA, and the Center for Innovation in Secondary School Physical Education. Some examples of innovative practices in physical education, which were selected from information that has been gathered by Project IDEA, are annotated. Seven publications are listed for supplementary reading.

New Ideas for Bowling Instruction. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1970. 95p. Available from: NEA Publications-Sales, 1201 16th St., N.W., Washington, D.C. 20036. ED 079 298 MF

This document is an instructor's manual for teaching bowling to a wide range of students (elementary school to college) in either a school gymnasium or a teaching station with limited space. The material presented was adapted from teaching methods that had proved successful in diverse situations with many students. The manual is divided into fourteen chapters, including ones on bowling equipment and specifications, bowling etiquette and safety, basic fundamentals of bowling, evaluation and testing, administrative concerns, and bowling opportunities. Also included in the manual are drawings and diagrams, a glossary of bowling terms, a list of useful references and, as an appendix, a brief history of bowling which traces bowling back to the ancient Polynesians.

Park, Roberta J. "Concern for the Physical Education of the Female Sex from 1675 to 1800 in France, England, and Spain," Research Quarterly 45:104-19; May 1974.

Historical review of proposals for better education for women, including concerns for health and advocations for physical education programs.

Pelton, Barry C. "The International Olympic Academy," Journal of Health, Physical Education, and Recreation 45:65-67; April 1974.

This article describes the history, work, and current session of the International Olympic Academy whose major function is to perpetuate the spirit and rules of the Olympic Games.

Porter, D. E. "Softball--Past, Present, and Future," Journal of Health, Physical Education, and Recreation 42:36-37; May 1971.

Reviews the history, participation by women, international interest, and current trends in the game of softball.

Pyecha, John. "Martial Arts in Physical Education, Judo: A Brief Historical Sketch," Journal of Health, Physical Education, and Recreation 42:26-31; March 1971.

Includes the purposes of judo and description of a judo match (with regulations).

Remley, Mary Lou. "The History of Ideas: A Neglected Area of Study," Journal of Health, Physical Education, and Recreation 45:55-56; May 1974.

This article proposes the use of the historical examination of ideas in sports and physical education.

Resick, Matthew C., and Carl E. Erickson. Intercollegiate and Interscholastic Athletics for Men and Women. 1975. 269p. Available from: Addison-Wesley Publishing Co., 367 Jacob Way, Reading, Mass. 01867. ED 106 278 Document Not Available from EDRS.

In the preface, the authors define the purpose of this book as the presentation of a combination of what is best in athletic administrative theory and what has proven acceptable in practice. Chapters include the following: (a) "History of Athletics in the United States;" (b) "Development of Girls' and Women's Athletic Programs;" (c) "Organization for Administration;" (d) "Eligibility, Recruitment, and Subsidization;" (e) "Contracts and Schedules;" (f) "Financing Athletic Programs;" (g) "Trip Management;" (h) "Game Day Preparations;" (i) "Tournament Management;" (j) "Medical Supervision of Athletics;" (k) "Modern Facilities;" (l) "Public Relations and Athletics;" and (m) "Problems in Athletics." Appendixes are assessment forms for football coaches.

Roberts, Millie. "Beginning Skin and Scuba Diving, Physical Education: 5551.69." An Authorized Course of Instruction for the Quinmester Program. Miami, Fla.: Dade County Public Schools, 1971. 26p. ED 095 110 MF & HC

This course outline is a guide for teaching the principles and basic fundamentals of beginning skin and scuba diving in grades 7-12. The course format includes lectures, skills practice, films, and tests that focus on mastery of skills and understanding correct usage of skin and scuba equipment. Course content includes the following: (a) history, (b) safety procedures, (c) principles and physiological effects, (d) terminology, (e) social and ethical values, (f) proper care and use of skin and scuba equipment, and (g) basic skills of skin and scuba diving. Warm-up exercises and lead-up activities are illustrated. Resources for teacher and pupils are recommended. Procedures for giving a skills test are outlined. A six-item bibliography is included.

Rubinstein, Bob. "Sports History: Motivation for Reluctant Readers," Elementary English 52:591-92; April 1975.

Stewart, Sherri L. "An Historical Survey of Foxhunting in the United States, 1650-1970." M.A. Thesis, Texas Woman's University, 1971; paper presented at the national convention of the American Association for Health, Physical Education, and Recreation, April 1973, Minneapolis, Minn. 437p. Available from: Sherri L. Stewart, 800 Military Highway #405, Kingsville, Tex. 78363. ED 084 220 MF

A study was made of the growth and development of foxhunting in each part of the country from 1650 to 1970; a detailed historical account was particularly made of selected hunts that endured 50 or more years. Personal interviews were conducted with several Masters of Foxhounds and other notable individuals. Questionnaires were mailed to Masters of the 117 hunts registered for 1970; 55 percent were returned, providing data concerning the current status of foxhunting. Major influences, such as urbanization, suburbs, inflation, barbed wire, and modern transportation, which appear to have affected the popularity of the sport, were analyzed. Sixty-one tables were compiled during the study to present the growth of foxhunting by decades from 1830 to 1970; they show the number of hunts founded and disbanded in the six divisions of the United States during this period. Findings show that foxhunting experienced its greatest popularity from 1930 to 1939. Since 1940 the popularity of the sport has decreased in the Eastern and Central States, remained the same in the Midwest, and increased in the South. At present, Pennsylvania, Virginia, Maryland, and New York have the greatest number of registered hunts. In 1970, more women than men engaged in foxhunting.

Stout, Paul L. "Flicker Ball, Physical Education: 5551.34." An Authorized Course of Instruction for the Quinmester Program. Miami, Fla.: Dade County Public Schools, 1971. 29p. ED 095 104 MF & HC

This course outline is a guide for teaching skills of flicker ball in grades 7-12. The course format includes lectures, game situations, class tournaments, and tests that focus on mastery of skills, understanding of rules, and development of techniques in shooting and passing. Course content includes the following: (a) history of flicker ball, (b) terminology, (c) description of flicker ball, (d) playing courtesies, (e) social and ethical values, (f) equipment, (g) safety procedures, (h) area, (i) rules and regulations, and (j) techniques and fundamentals. Warm-up exercises, lead-up games and variations, and drills and skills practice techniques are illustrated. A skills test is outlined. A five-item bibliography is included.

Welch, Paula. "American Women: Early Pursuit for Olympic Laurels." April 1975. 13p. ED 110 416 MF & HC

Women were not considered in preliminary discussions concerning the events, designation of participants, competitive attire, and problems relating to amateurism in the first Olympic games. Golf was the first sport in which women participated in the Olympics, and the first woman to achieve Olympic recognition for the United States did so by winning the women's international singles golf event in 1900. Women's tennis was included in the games of the second Olympiad, and archery for women in the third. Swimming and diving events were opened to women for the 1912 Olympics although the United States and France had voted against their inclusion. The United States did not have a women's swimming and diving team compete until 1920, at which time the U.S. team won four out of five events. At this same Olympiad, a conflict in scheduling arose between Olympic officials and the U.S. Lawn Tennis Association which prevented both men and women from representing the United States in tennis in the 1920 Olympics. Since the limited representation of American women during the first seven Olympiads, improvement can be seen in (a) performances, (b) the number of events open to women, (c) the increasing number of participants, (d) media coverage of women's competition, and (e) the acceptance of women who participate in sport.

Wettan, Richard, and Joe Willis. "The Effect of New York's Elite Athletic Clubs on American Amateur Athletic Governance 1870-1915." 1975. 28p. ED 110 429 MF & HC

During the early history of amateur athletics, the large and affluent athletic clubs--mostly in New York City--took the initiative in the formation of the first associations of amateur clubs, the National

Association of Amateur Athletes of America (NAAAA), and its successor, the Amateur Athletic Union (AAU). Athletic clubs in New York City in the nineteenth century were stratified along religious, ethnic, occupational, political, and social class lines. These factors had a significant impact on the athletic associations and sport governing bodies. Although the NAAAA maintained that it was the national governing body for amateur sport, it was never capable of controlling professionalism and gambling and was never, in reality, a national organization. In 1888 the New York Athletic Club withdrew from the NAAAA to form the AAU. The AAU was then the dominant association until these two organizations merged in 1890. During the next 25 years the power of the New York clubs in the AAU declined. However, they still maintained their influence on the AAU governing board through the hard work of several of their representatives. The New York clubs were thus able to hold positions of power in athletic club associations disproportionate with their numbers. The decisions and policies that were made therefore may have favored these larger, upper middle class male clubs. These affluent athletic clubs, however, gained a respectability for sport which it otherwise would never have achieved.

Wilkie, Betty. "Fast Pitch Softball, Physical Education: 5551.10." An Authorized Course of Instruction for the Quinmester Program. Miami, Fla.: Dade County Public Schools, 1971. 43p. ED 095 112 MF & HC

This course outline is a guide for teaching the principles and fundamentals of softball in grades 7-12. The course format includes lectures, skills practice, films, game situations, class tournaments, and tests that focus on mastery of skills, understanding rules, development of techniques using team strategy and tactics, and class competition. Course content includes the following: (a) history of softball, (b) terminology, (c) description of game, (d) playing courtesies, (e) social and ethical values, (f) care and selection of equipment and area, (g) safety procedures, (h) rules and regulations chart, (i) techniques and fundamentals, and (j) strategy and tactics. Learning activities include warm-up exercises, lead-up games and variations, drills, and skills practice techniques. Resources for teacher and students are recommended. A skill test is outlined. A five-item bibliography is included.

Willis, Joe, and Richard Wettan. "Social Stratification in New York City Athletic Clubs, 1865-1915." Paper presented at the North American Society for Sport History convention, 1975, Boston, Mass. 25p. ED 110 428 MF & HC

Although sports historians have not often dealt with the athletic club movement of the late 1800s and early 1900s, much of the credit for the institutionalization of sport as a significant aspect of American culture should be attributed to these clubs. The athletic club movement began with the founding

of the New York Athletic Club in 1866. By 1880 other clubs were well-established and the various clubs soon became more selective in terms of membership and more concerned with facilities in an attempt to become the leading athletic club. The 1890s, however, were noted for club bankruptcies and consolidations. The difficulties experienced by athletic clubs during this period were due basically to poor management and overextension of financial resources to acquire property and expand facilities. Although the elite clubs which survived the 1890s continued to prosper in the early 1900s, this was a period in which neighborhood athletic clubs, occupational athletic clubs, and clubs organized by other small groups specifically for athletic competition flourished. The social strata represented in these clubs were increasingly lower middle class and working class, and the clubs were generally without facilities and the social preoccupations of the 1880s. Included are data on membership requirements, dues, and athletic club policies.

Yeakey, Lamont H. "A Student Without Peer: The Undergraduate College Years of Paul Robeson," Journal of Negro Education 42:489-504; February 1973.

Reviews the college career of Paul Robeson. Argues that by demonstrating that he was not just equal to, but in fact superior to the vast majority of whites, athletically and academically, Robeson attacked the prevailing myth of white superiority and singlehandedly demonstrated the absurdity of the belief in black inferiority.

SPORT PSYCHOLOGY

The initiating force for the study of sport psychology came from physical education. Physical educators wanted to have an increased understanding of how the growing child learned motor activities, how play activities could be explained by developmental psychology, and how psychology could be applied to sport for improved performance. Consequently, the background to sport psychology is varied, but dependent on the major interest of physical educators and coaches rather than that of psychologists. More recently, psychologists are entering this sub-field, and in many cases they are working in teams with physical educators.

Sport psychology as a sub-field of study is more than ten years old. It has been sponsored and promoted by professionals who have organized themselves into societies and who have held conferences regularly over the past eight years. Sport psychology is perhaps the strongest of the sub-fields deriving from the parent discipline of physical education.

Whereas formerly such subjects as motor learning were incorporated in sport psychology, a shift toward social parameters suggests that sport psychology is likely to be retitled the social psychology of sport. Sociopsychological variables seem to be the ones most prominent in the minds of researchers exploring the social dynamics of the competitive team structure in sport action, personality differences, and the like.

Although this bibliography is not representative of the wealth of literature presently available, it illustrates generally the type of problem discussed in sport psychology. The neophyte sport psychologist will not be satisfied with the contents here, but will note the major names and look elsewhere for their more recently published contributions. Working in the field of sport psychology, and represented in this bibliography, are such noted professionals as Eldon Snyder, Elmer Spreitzer, and Joseph Kivlin (who comprise a team working out of Bowling Green State University), William P. Morgan, Dorothy V. Harris, Richard A. Berger, and Craig Fisher.

As with other sport studies, sport psychology demonstrates cross-fertilization of ideas between disciplines and, as such, provides education with a strengthening sense of interdisciplinary inquiry. Sport is recognized as a natural laboratory for the study of behavior, and greater recognition is being given to this fact by psychologists and those physical educators and coaches trained in the principles and methodologies of psychology.

SPORT PSYCHOLOGY--BIBLIOGRAPHY

Astrand, Per-Olof. Sport for All: Exercise and Health. Strasbourg, France: Council of Europe, Council for Cultural Cooperation, 1969. 36p. ED 092 560 MF

This booklet is divided into seven sections that include the following topics: (a) physical performance, (b) adaptation to inactivity and activity, (c) physiological and medical motives for regular physical activity, (d) training, (e) physical fitness for everyday life, and (f) testing physical fitness and condition. Section one discusses energy output, neuromuscular function, psychological factors, and age and sex. Section two discusses the changes in our bodies in adjusting to inactivity. Section three discusses cardiovascular diseases, obesity, diet and choice of calories, hot environment and water balance, diseases and troubles of the back, joints, and posture. Section four includes the four principles of training, and a discussion of a simple training ground and equipment. Section five discusses active recreation. Section six describes how the bicycle ergometer measures performed external work. The summary describes the responsibility of government and society for creating recreational areas and lists five points to remember. The author concludes that neglect of regular physical activity during adolescence cannot fully be compensated for later in life and that young people should acquire knowledge and experience of activities suitable for their future in school. These activities should include running, cycling, swimming, and skiing rather than the more organized team sports. A 49-item bibliography is included.

Balazs, Eva K. "A Psycho-Social Study of Outstanding Female Athletes." Ed.D. thesis, Boston University, 1974. ED 106 277 MF & HC

This study is an ex post facto analysis of the life histories of 24 Olympic female champions which attempts to determine events and variables in the psychological and social driving forces behind outstanding achievement in sports. The data was gathered by (a) personal interviews, (b) the Edwards Personal Preference Schedule (EPPS), and (c) a data questionnaire. Analysis of the clinical data revealed some developmental dynamics that may characterize all subjects: a deep desire to excel, early goal-setting and the ability to follow through with these goals, a strong self-concept, well-developed heterosexuality, and parents who were supportive and had high expectations of their daughters. Analysis of the EPPS data revealed two pronounced psychological variables: a high need for achievement and a high need for autonomy. The personality profile of the group showed a balanced curve, indicating emotional stability and normal personal adjustment.

Berger, Richard A., and Donald H. Littlefield. "Comparison Between Football Athletes and Nonathletes on Personality," Research Quarterly of the AAHPER 40:663-65; December 1969.

Buhler, June H. "Disclosure of Self Through the Games We Choose to Play." 20p. ED 100 826 MF & HC

Although there are exceptions to the rules, research has shown a relationship of certain body types to given sports. Recent research has also shown a correlation between body build and personality traits, and it appears that particular athletic activities attract certain types of individuals. For instance, two researchers in separate studies concluded that weight lifters were shy, lacked self-confidence, and were concerned about their appearance. Nonathletic games have also been studied, particularly chess and bridge. The two games are different in that chess is a logical and analytical game while bridge is psychological. This difference determines to some extent the type of persons who are likely to become experts at each of the games. The results of the Athletic Motivation Inventory, distributed to 15,000 athletes, show that those who survive the high attrition rate associated with athletic competition are characterized by a great need for achievement, orderliness, respect for authority, a large capacity for trust, and great psychological endurance. The implications of research into games and personality for talent scouts and professional gamesters are obvious, but the implications for the remainder of the population are not so clear. There is a need for more study of the games and pastimes of the majority of Americans who do not engage in competitive athletic activity.

Burke, Edmund J., and Douglas Kleiber. "Psychological and Physical Implications of Highly Competitive Sports for Children." 1975. 16p. ED 107 612 MF & HC

There is a growing movement toward highly structured, competitive sports for children aged 7-12, who are at a crucial stage of physical and psychological development. Social play and games have important socialization and identity-formation functions. One argument supporting highly competitive sports for children is that they provide additional play opportunities. In fact, organized sports may reduce play opportunities, by leading children away from free and spontaneous games. A second argument is that more highly skilled athletes result from highly competitive sports, although this does not seem to be true for team sports. A third argument is that organized sports are safer and healthier than the sandlot variety. There is considerable evidence, however, to support the conclusion that highly competitive sports can be harmful both physiologically and psychologically. Finally, it is argued that it is socially advantageous for children to learn to compete early.

Burke, Edmund J., and others. "Psycho-Social Parameters in Young Female Long Distance Runners." Paper presented at the Canadian Psycho-Motor Learning and Sport Psychology Symposium, October 1975, Quebec, Canada. 15p. ED 114 396 MF & HC

This study was designed to determine selected psychosocial parameters associated with a group of teenage, female long distance runners. These young women, who train by running approximately 50-90 miles per week, had scores in certain physiological and anthropometric measurements which were among the most advantageous for running ever recorded in a group of females. Each subject was administered the California Psychological Inventory (CPI), the Nowicki-Strickland Locus of Control test, and an open-ended questionnaire. Through comparisons with earlier norms for young women of this age group, it was found that the subjects scored higher than normal in academic achievement as a result of a more independent sense of self. In all other factors of the CPI the subjects were found to have normal scores. These results were in accord with the findings from the Locus of Control scores which showed that the subjects scored high in internality (i.e., these athletes are self-directed rather than other-directed). They seem to be motivated by the joy of running, the feeling of independence associated with running, and the close interpersonal relationship between team members. The data suggest that they are high in achievement motivation.

Costill, David L. What Research Tells the Coach About Distance Running. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1968. 55p. Published in cooperation with the National Council of State High School Coaches Associations, the NAIA Track Coaches Association, and the United States Collegiate Track Coaches Association. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 093 830 MF

This booklet is designed to make available research findings concerning distance running, with interpretations for practical applications, and to point out areas of needed research. Chapter 1, "Describing the Distance Runner," considers the following aspects in relation to the distance runner: a) anatomical characteristics, b) aging, c) strength and reaction time, d) cardiac hypertrophy and electrocardiogram irregularities, e) vital and maximal breathing capacity, f) maximal oxygen uptake, and g) psychological characteristics. In chapter 2, "Training the Distance Runner," the terms "interval training," "Homer fartlek," "overdistance running," and "Lydiard type" are defined. Also interval and overdistance training, training pace and frequency, and nutritional considerations are discussed. In chapter 3, "In the Long Run," some physiological responses during the distance race and pacing are considered, and the advantages and disadvantages of warming up are discussed. Chapter 4, "Environmental Influence on Distance Running," discusses the effects of running in the heat, in the cold, and at high altitudes. A bibliography is included at the end of each chapter.

"Crowd Control at Athletic Events," Journal of Health, Physical Education, and Recreation 40:27-31; April 1969.

Faulkner, John A. What Research Tells the Coach About Swimming. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1967. 56p. Published in cooperation with the American Swimming Coaches Association and the College Swimming Coaches Association of America. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 093 829 MF

This booklet is designed to make research findings about swimming available with interpretations for practical application. Chapter 1, "Physical Characteristics of Swimmers," discusses somatotyping, body composition, and growth. Chapter 2, "Physiological Characteristics of Swimmers," discusses resting rate, vital capacity, effects of water immersion, pulmonary ventilation, aerobic capacity, temperature regulation, warmup and swimming performance, underwater swimming, and muscle strength and endurance. Chapter 3, "Water Resistance and Energy Expenditure," concludes that comprehensive data are needed on the caloric and heart rate cost of different interval training procedures and of distance swimming to provide more accurate estimates of what swimmers can and are doing physiologically. Chapter 4, "Sociological and Psychological Aspects of Swimming," discusses psychological characteristics, social factors, psychology of coaching, motivation, and level of anticipation. Chapter 5, "Evaluation of Performance," presents information regarding Craig's velocity-duration curve, pulse rate after repeats of races, pulse rate and velocity, propulsive force, energy expenditure and efficiency, and caloric cost of swimming practices. A bibliography is included at the end of each chapter.

Fletcher, Raymond. "Differences in Selected Psychological Characteristics of Participants and Nonparticipants in Activity," Perceptual and Motor Skills 32:301-2; February 1971.

Fox, Katharine, ed. Abstracts of Research Papers 1971. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971. 122p. Papers presented at the convention of the American Association for Health, Physical Education, and Recreation, 1971, Detroit, Mich. Available from: AAHPER--NEA, 1201 16th St., N.W., Washington, D.C. 20036. ED 075 404 MF

This volume includes the abstracts of 112 research papers presented at the 1971 convention of the American Association for Health, Physical Education, and

Recreation in Detroit, Michigan. Abstracts from the following symposia are also included: a) The Role of Perception in Learning Movement Activities; b) The Academic Discipline and the School Program: Bridging the Gap between Research and Practice; and c) Social Psychology of the Experimental Milieu. Each abstract includes the time and date on which the paper was presented at the convention. The name and address of the author follow each abstract. An author index completes the volume.

Gray, Marvin R. What Research Tells the Coach About Tennis. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation; National Association for Sport and Physical Education; and the U.S. Lawn Tennis Association, 1974. 63p. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 102 123 MF

Although tennis is becoming an increasingly popular game in the United States, there exists little information on the advanced or competitive player. The purpose of this monograph is to give a nontechnical presentation of the research findings relative to the competitive tennis player. It is hoped that some of this information will encourage further investigation by interested readers. The monograph contains chapters on sociological and psychological aspects, physical and physiological characteristics, the mechanics of stroke production, organization and administration for interschool competition, and the need for additional research. It includes appendixes on the center of percussion and on the rules and regulations to govern intercollegiate dual match competition.

Guarnieri, Barbara, and Cecile Sandeen. "Activities in Developmental Physical Education." Vol. II. Huntington Beach, Calif.: Ocean View Elementary School District, March 1973. 192p. ED 088 256 MF & HC

Presented in the curriculum guide are activities for a sequenced physical education program to be used with trainable mentally retarded students (TMR). Defined are teaching approaches such as station teaching. Reviewed are a brief history of adaptive physical education (APE), APE literature on TMR children, and local APE program development. Provided are definitions, an achievement checklist, and activities for each sequence in the following curriculum areas: the physical self, locomotion, coordination, balance, fitness, rhythmic performance, relaxation, and perception. Each curriculum area such as coordination is treated in terms of component skills such as large muscle skills with apparatus, body coordination, and fine motor coordination. Given for component skills in each curriculum area are appropriate activities such as juggling two balls to develop large muscle skills, standing on one foot while counting to three for body coordination, and walking with a frisbee on the head to improve fine motor coordination.

Recreational activities offered include circle, line, and active games; organized sports such as volleyball; and activities to improve individual skills of children in grades 1 through 8. Included for perceptual development are M. Frostig's program activities as well as exercises and games.

Harris, Dorothy V. "Research Studies on the Female Athlete: Psychosocial Considerations," Journal of Physical Education and Recreation 46:32-36; January 1975.

Discusses the need to look at human behavior in sport, rather than male and female behavior. Explores misconceptions perpetuated about female involvement in athletics.

Harris, Dorothy V., ed. DGWS Research Reports: Women in Sports. Vol. II. Washington, D.C.: American Association for Health, Physical Education, and Recreation, Division for Girls and Women's Sports, 1973. 142p. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 086 687 MF

This volume presents the results of literature reviews and research from physical education and related fields on women in sports. The purpose of the report is to present scientific evidence on which to base decisions relating to physical activity and athletic programs for girls and women. One of its main sections deals with the psychological aspects of the involvement of women in sports. Points such as femininity, achievement, family influence, and female aggression are discussed. The other two sections present material on the physiological and biomechanical aspects of the involvement of women in sports. The psychological components of conditioning for stress in sports, temperature regulation, and iron deficiency are investigated. The last section deals with somatotypes of women and the importance of body structure in athletic performance. An annotated bibliography on biomechanics is included in the report.

Harrison, Peggy, and Billie J. Jones. "Research and Women in Sports: Closing the Gap," Physical Educator 32:84-88; May 1975.

The research on women in sport reviewed for this article investigates the personality of the athlete and focuses on research published since 1969.

Johnson, Joseph C., II, and others. "An Analysis of Certain Interactions Obtaining Among Intermediate Grade Students with Respect to Specified Psychological Constructs and Reading Comprehension Response." Paper presented at the annual meeting of the American Educational Research Association, April 15-19, 1974, Chicago. 11p. ED 101 300 MF & HC

This study investigated the relationship between a reader's attitude toward his instructional climate and his diversity of reading interests. The sample for the study consisted of three classes of fourth grade students chosen from a randomly selected elementary school in Greenwich, Conn. All subjects were administered (1) the Affective Reading Index to determine their attitudes toward the instructional climate and (2) the Wide Range Reading Inventory to determine the scope and diversity of their reading interests on two different days. The interest inventory items were grouped using factor analysis according to primary interest reflected and then matched to original short stories reflecting their respective interests. As a result, 12 interest subsections were identified: science fiction, romance, travel, politics, human relations, adventure, mystery, economics, sports, animals, mythology, and biography. It was found that the student who indicated positive attitudes toward his instructional climate showed little interest in a variety of reading interest areas and that the student with a negative attitude regarding his instructional climate indicated varying positive degrees of interest in the 12 reading areas.

Landers, Daniel M. "Psychological Femininity and the Prospective Female Physical Educator," Research Quarterly of the AAHPER 41:164-70; May 1970.

Landers, Daniel M. "Sibling-Sex-Status and Ordinal Position Effects on Females' Sport Participation and Interests." Urbana: Illinois University, Children's Research Center, 1969. 18p. ED 042 212 MF & HC

On the basis of the sibling-similarity hypothesis, it was hypothesized that females with a sister as opposed to females with a brother would report less past and desired sport participation and more psychological femininity. To investigate this hypothesis, sibling-sex-status and ordinal position effects were analyzed separately for females who were highly committed to sport and females who were less committed to sport. It was also hypothesized that females with sisters as opposed to brothers would be underrepresented in the physical education group. This latter hypothesis was partially supported since females with younger sisters, not older sisters, were underrepresented in the physical education group. Although no significant sibling-sex-status or ordinal position differences were found, these variables interacted significantly on one of the two measures of sport participation and on one of the two femininity scales.

Lersten, Ken. "Aging and Motor Skill: A Research Frontier." Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, March 1974, Anaheim, Calif. 18p. ED 107 633 MF & HC

This report reviews research which characterizes the motor skill capacity of older persons, 50 years of age and beyond. Research dealing with sensorimotor systems, memory, and practice factors receives major attention. Suggestions for future research include the following: (a) sociopsychological parameters which contribute to motor learning and performance difficulties; (b) changes with age of vision, taste, smell, pain, and touch, and whether they are peripheral or central; (c) the notion of "slowing" as a theory; and (d) receptor and translation difficulties in motor tasks. According to the study, aging is a research frontier which has great promise for a deeper understanding of motor skills throughout the life span. So far, the motor learning literature of physical education is nearly devoid of such work, and it seems that research has totally neglected the latter half of the life span of humans.

Lersten, Ken. "A Separate Reality: The Problem of Uncooperative Experiments." Revised version of a paper presented at the Allerton Sport Psychology Conference of the North American Society for the Psychology of Sport and Physical Activity, May 1973, Allerton Park, Ill. 16p. ED 107 610 MF & HC

The problem of the uncooperative experiment arises with the use of human subjects. Evidence shows that typical volunteer subjects have the following characteristics: better education, higher paying jobs, greater need for approval, lower authoritarianism, higher I.Q. score, and better adjustment to personal questions than nonvolunteers. Data also suggest that volunteers are more sociable, arousal seeking, younger, firstborn, and more unconventional than nonvolunteers. How representative, then, can volunteers be? Influences of experimenter on subject must also be considered. An experimenter can unknowingly communicate expectancies through transmission of cues. Professional experimenters should be carefully trained in the detection and control of artifact and expectancy-demand characteristics of experiments. There has also been discussion of using a more natural setting than the laboratory. Individual human characters and differences may lead to confusing results in an experiment despite all efforts to control behavior.

McClendon, McKee J., and D. Stanley Eitzen. "Interracial Contact on Collegiate Basketball Teams: A Test of Sherif's Theory of Superordinate Goals," Social Science Quarterly 55:926-38; March 1975.

Whites on winning basketball teams with relatively equal scoring by blacks and whites have more favorable racial attitudes than blacks on winning teams and whites on losing teams.

Martin, Lawrence A. "Effects of Competition upon the Aggressive Responses of College Basketball Players and Wrestlers." Paper presented at the annual meeting of the American Alliance for Health, Physical Education, and Recreation, 1975. 13p. ED 113 336 MF & HC

This study was designed to investigate the effects of winning and losing competition upon the aggressive responses of intercollegiate basketball players and wrestlers. The Rosenzweig Picture--Frustration Study was administered to 32 Springfield College undergraduates: (1) during a normal emotional state, (2) after winning a contest, and (3) after losing a contest. A 2X3 factorial ANOVA with repeated measures across one factor was used to analyze the data. Following winning competition, the normal level of extrapunitive aggression was reduced significantly for basketball players (P less than .05). After losing, wrestlers showed a significant increase in extrapunitive aggression (P less than .05). For all subjects, extrapunitive aggression was higher during the normal state than it was following winning competition (P less than .01). It was concluded that losing competition may be a more frustrating experience for individual sport athletes than for team participants. In addition, winning competition has aggression reduction value to both types of participants.

Michael, Ernest D., Jr., and Steven M. Horvath. "Psychological Limits in Athletic Training." Reprint from Proceedings of 1st International Congress of Psychology of Sport, 1965, Rome, Italy. 6p. ED 081 738 MF & HC

The end point of exercise occurs when the subject can no longer continue the activity due to pain, weakness, or boredom. Shortly following the exercise, however, most subjects report that they could have worked longer--indicating a memory loss or escape from pain previously encountered. This study was an attempt to examine the physiological parameters at the time of these subjective feelings of fatigue, to learn if motivation to exercise would change with changing physiological measurements. An experienced athlete in good health but untrained for competition was asked to exercise in a series of tests. Results indicate that psychological motivation is influenced by physiological parameters that fall within rather narrow ranges; the question is, which comes first? Heart rate, ventilations, oxygen uptake, and body temperature levels are controlled by factors other than a desire to end the exercise. Physical training probably takes long periods of time because of the time needed for slow biological adaptation to take place. Motivation relates to the capability of the body, acting as a feedback system, to inform the higher centers of break point levels. The desire to be a good athlete must be coupled with the biological capability to adapt to exercise.

Morgan, William P. "Selected Psychological Considerations in Sport," Research Quarterly 45:374-89; December 1974.

This article discusses the psychological characteristics of athletes.

Paige, Roderick R. What Research Tells the Coach About Football. Washington, D.C.: American Association for Health, Physical Education, and Recreation, Division of Men's Athletics, 1973. 49p. Published in cooperation with the National Council of Secondary School Athletic Directors and the National Council of State High School Coaches Associations. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 093 828 MF

This booklet is designed to make available research findings about football with interpretations for practical application. Chapter 1, "Physical Characteristics of Football Athletes," includes a table comparing the height and weight of National Football League players and All-Star players. Somatotyping and body composition are discussed. In chapter 2, "Psychological and Social Characteristics of Football Athletes," the following aspects are considered: a) emotionality, b) personality factors, c) arousal and performance, d) success and the level of aspiration, e) career aspiration, and f) academic achievement and football participation. In chapter 3, "Speed of Movement in Football," the following topics are discussed: a) starting speed and body position, b) starting signals and movement, c) sprint running, and d) starting speed and blocking performance. Chapter 4, "Physiological Aspects of Football," includes a discussion on heat illness, nutrition and diet, body fat, metabolic level, and preseason medical evaluation. Chapter 5, "Football Injuries," presents statistics on football fatalities and considers injuries to the upper and lower extremities, heat illness, and injuries on synthetic turf. A bibliography concludes each chapter.

"Report on Experiment: Girls on Boys' Interschool Athletic Teams, March 1969-1970." Albany: New York State Education Dept., Division of Health, Physical Education, and Recreation, February 1972. 83p. ED 073 059 MF & HC

The primary purpose of this project was to secure information concerning (a) administrative, supervisory, and other conditions which would be detrimental to girls' participation on boys' interschool athletic teams in non-contract schools, and (b) experiences and opinions of persons directly involved in the program. The participation of 100 schools from March 1, 1969 through June 30, 1970 was completely voluntary and with the approval of the state education department. The 10 sports involved in this integrated athletic project were bowling, cross country, fencing, golf, tennis, gymnastics, riflery, skiing, soccer, and track. The evaluation of the project was compiled through

questions and comments from principals, directors of health, physical education, and recreation, women physical educators, women supervisors, coaches, visiting coaches, boy teammates, boys from visiting teams, girl participants, parents, and physicians. A review of this information by an evaluation committee showed no basic problems arising within the project. There was no evidence of physical, psychological, or social harm to the male or female participants. The types of problems cited dealt with administrative arrangements and supervision. Because of these results, the participation of girls on boys' interschool athletic teams in noncontract schools was approved by the Board of Regents on March 16, 1971. All correspondence relating to the experiment was included in the 17-page appendixes.

Richardson, Howard D. "A New Discipline: The Social Psychology of Sport," Contemporary Education 44:24-25; October 1972.

Schwank, Walter C., ed. The Winning Edge. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation; National Association for Sport and Physical Education; and the State University of New York at Buffalo, Division of Physical Education, Recreation, and Athletics, 1974. 137p. Proceedings of First National Sports Psychology Conference, May 1973, Buffalo, N.Y. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 099 343 MF

Eighteen speeches are included in these proceedings of the National Conference on Sports Psychology, held in May 1973. The purposes of the conference were to provide practical applications of psychology in the coaching of sports and to assist sports psychology instructors and men and women coaches as they work with student athletes. The 18 speeches are categorized under six general topics: (a) athletic achievement, (b) behavior, (c) special interests, (d) learning, (e) teaching and coaching, and (f) women in sports. The self-concept of the winner and the relationship of personality to athletic achievement are discussed in the first section. Stimulus, motivation, and aggression are discussed in section two. In the special interest section, sports psychology is related to football, wrestling, cross-country, and hockey. There are two titles in the fourth section: "Learning and Performance at the High Skill Level" and "Imagery and Affect in Motor Skills." The fifth section includes presentations on teaching sports psychology, developing values through sport, and coaching in an era of individual awareness. The section on women in sports includes a discussion of humanistic psychology applied to coaching women and a presentation on public attitude toward women in sport.

Sleet, David A. "Interdisciplinary Research Index on Play: A Guide to the Literature." Toledo University, Ohio; May 1971. 104p. Available from: University Microfilms, Manuscript Abstracts Division, 300 N. Zeeb Rd., Ann Arbor, Mich. 48104. Order No. MP-71-0007; Microfilm and Xerox. ED 058 146 Document Not Available from EDRS.

This bibliography has as its chief aim: a) expanding the availability of work related to the theory and research on play through topical listings of books and disciplines, b) facilitating retrieval of cogent works on play through topical listings of books and articles in specialized disciplines, c) exposing common research problems and innovative methods of studying play in hopes of fostering greater collaboration, and d) facilitating integration of theory and research on play. It attempts to provide a useful tool in selecting relevant references to play within the disciplines of medicine, psychology, sociology, anthropology, psychiatry, education, physical education and recreation, health, child development, rehabilitation, philosophy, religion, and ancillary fields. Within each discipline area, entries are arranged by author. The coverage is extensive, though not comprehensive, up to August 1970. The large majority of references are from the United States, Great Britain, and Canada. The scope has been limited to references where the knowledge or use of play contributes to an understanding of human behavior. Items related to play as a therapeutic technique or to the use of play-related therapy in behavior modification programs are excluded. Time limitations precluded the generation of subject and author indexes; however, a brief topical guide is provided.

Snyder, Eldon E., and Elmer Spreitzer. "Orientations Toward Work and Leisure as Predictors of Sports Involvement," Research Quarterly 45:398-406; December 1974.

The objective of this paper was to analyze the interrelationship between work orientation, meaning of leisure, and adult sports involvement.

Snyder, Eldon E., and Joseph E. Kivlin. "Women Athletes and Aspects of Psychological Well-Being and Body Image," Research Quarterly 46:191-99; May 1975.

In this study, it was found that women athletes had higher scores than women nonathletes on measures of psychological well-being and body image.

Sonstroem, Robert J. "Attitude Testing Examining Certain Psychological Correlates of Physical Activity," Research Quarterly 45:93-103; May 1974.

This research concerned instrument improvement and validation of the Physical Estimation and Attraction Scales (PEAS) constructed to measure 1) estimation of one's physical ability and 2) attraction to vigorous physical activity.

Spirduso, Waneen Wyrick, ed. Bibliography of Research Involving Female Subjects: A Compilation of Theses and Dissertations in Physical Education, Health, and Recreation. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1974. 216p. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 103 417 MF

This bibliography is comprised of theses and dissertations which were written by women or which used women as subjects of investigation. The theses were solicited by the National Association for Girls and Women in Sport (NAGWS) Research Committee from 200 colleges and universities. The entries include papers written during the past 30 years. They are grouped into the following sections: (a) motor learning; (b) sport psychology; (c) physiological aspects of motor performance; (d) sport studies; (e) physical education for the handicapped; (f) health; (g) teaching method, curriculum, and administration; and (h) recreation-leisure.

Trimble, W. Eugene. "The Effect of a Self-Evaluation Environment on Growth in Self-Perception." Doctoral dissertation, Walden University, Naples, Fla., July 1973. 134p. ED 076 907 MF & HC

The problem was to evaluate the self-concept differences revealed in the personality profiles of underdeveloped junior high school boys who had been participating in a special noncompetitive program of physical education. Five subproblems were explored. The underdeveloped boys were compared with junior high athletes for personality differences. A random sample of the underdeveloped boys received additional verbal encouragement from the instructor to see if further personality changes were evident. Results indicate that allowing physically underdeveloped boys to participate in an environment using self-based evaluation standards rather than competitively based standards contributed to gains in emotional security and sense of personal worth. The recommendations of the study are that further research be conducted in the area of self-evaluation uses in more standard academic curricular subjects which may lend themselves to self-evaluation.

Trimble, W.E., and Richard Unterseher. "The Influence of a Structured Physical Education Program on Adolescent Personality." Final Report. Gordon College, Wenham, Mass., May 1967. 79p. ED 015 519 MF & HC

A structured physical education program consisting mostly of body building exercises and weight lifting was used to give physically underdeveloped boys a sense of personal accomplishment. Junior high school boys from grades 7, 8, and 9, classified on the basis of lack of athletic ability, were given the California Psychological Inventory (CPI) at the beginning of the school year and again just before the school year ended. A correlation matrix of the 18 CPI variables was submitted to a principle-component factor analysis program. A discriminant analysis was made. The underdeveloped boys had significant gains in 10 of the 18 CPI scales. Physically underdeveloped boys were found to be less socially adjusted, and to have a lower self-esteem and sense of personal worth than athletic boys. The underdeveloped boys showed significant gains, indicating an increase in social adjustment. Further study investigating the general applicability of allowing students to relate growth to personal achievement free from external standards is recommended.

Whited, Clark V. "Sport Science: The Modern Disciplinary Concept for Physical Education," Journal of Health, Physical Education, and Recreation 42:21-25; May 1971.

Yiannakis, Andrew. "Psychosocial Profiles of Delinquent and Non-delinquent Participants in a Sports Program." Paper presented at the annual convention of the American Alliance for Health, Physical Education, and Recreation, 1974, Anaheim, Calif. 9p.
ED 098 152 MF & HC

This study attempted to find reasons for the large proportion of dropouts in the federal government's National Summer Youth Sports Program. Selected scales of the Jesness Inventory (value orientation, alienation, denial, and occupational aspiration) were administered at the beginning of the program to 66 11-year-old boys enrolled in a 1971 program at a large southwestern university. Measures of occupational aspiration were taken by categorizing responses to open-ended questions, in accordance with Hollingshead's Two-Factor Index of Social Position scale. A large proportion of the students in this sample were either Mexican-American in origin or black. The students constituted the entire population of 11-year-olds in the program (males). The data were analyzed using an IBM 36-65 computer. Stepwise multiple discriminant analysis was performed to test the hypothesis that boys who fail to complete the program have a more delinquent psychosocial profile than boys who complete the program. Group 1, those who completed the program, was composed of 27 boys; Group 2, those who failed to complete the program, was composed of 39 boys. Analysis of data supported the hypothesis. The conclusion that the problem lies in the psychological characteristics of the participants is not entirely satisfactory. The use of team sports in the program might result in alienation of the participants on a smaller scale similar to the alienation they experience in the larger social-cultural system.

SPORT PSYCHOLOGY--CROSS REFERENCES

Some of the works listed in the other sections of this bibliography are also relevant for those interested in sport psychology. To assist the reader, these works are listed here. For abstracts and/or citations of these works, the reader is referred to the appropriate section.

SPORT PHILOSOPHY

Annarino, Anthony A., and others. "A Personal Philosophy of Physical Education."

Fisher, A. Craig. "Sport and Sex-Role Orientation."

Scott, M. Gladys, ed. Research Methods in Health, Physical Education, Recreation.

SPORT SOCIOLOGY

Runfola, Ross T. "Violence in Sport: Mirror of American Society."

SPORT SOCIOLOGY

Education, and therefore physical education, is recognized as a powerful force in society; and the role that sport plays in the physical education curriculum and in the broader university community--as well as being a means of livelihood for the gifted athlete--underscores the potential force of sport in society. Consciousness of the social role of sport developed little more than ten years ago, and sport sociology grew out of this consciousness.

The study of sport sociology draws equally heavily from the parent disciplines of physical education and of sociology. To some extent, sport sociology also reflects concerns of sociopsychological importance and value, because social psychology is recognized by sociology as being endemic to its major theme, society. At this stage of development, there is still no satisfactory definition of sport, but it is generally accepted that such a definition is merely an academic question, that the study of sport in all its social manifestations can continue without definitional explicitness.

What is important is that the study of sport has emerged as a viable topic of inquiry, spurred by physical educators, yet subscribed to by sociologists, more and more of whom are entering the field. Two noted sociologists, Walter Schafer and Richard Rehberg, are listed in this bibliography. On the other hand, the major contributions to sport sociology have been made by physical educators, for example, Brian Petrie and Daniel Landers. As the years progress, however, we may see a balancing out of contributions from professionals in each of the parent disciplines, but with a stronger emphasis on the use of sociological terms and research language and methodologies as the role of sport in society becomes better understood.

SPORT SOCIOLOGY--BIBLIOGRAPHY

Colton, Craig W., and Thomas J. Morrione. "Outdoor Recreation Behavior as Viewed from a Symbolic Interactionism Perspective." Paper presented at the annual meeting of the Rural Sociological Society, August 26, 1973, College Park, Md. 16p. ED 083 185 MF & HC

This paper analyzes past studies of outdoor recreational behavior from the point of view of symbolic interactionism. This perspective focuses directly on the manner in which individuals interpret the words and behavior of others, as well as their own physical environment. The first part of the analysis examines some recent definitions of recreation and

data on outdoor recreation. The second part is devoted to a social-psychological scrutiny of this form of human action. Specific attention is given to demonstrating the usefulness of symbolic interactionism as a way to regard outdoor recreational behavior as a learned and symbolically transmitted social action.

Erbach, Gunter, and Edelfried Buggel. "Sociological Problems in the Presentation of Development Tendencies of Socialist Physical Culture in the German Democratic Republic," International Review of Sport Sociology 7:103-10; 1972.

Gerou, Nancy. "Title IX--Its Impact." Speech presented at the Central Regional Intramural Conference, November 1, 1975, Minneapolis, Minn. 12p. ED 115 591 MF & HC

Fear, judgments, and violence have characterized discrimination throughout history. In sex discrimination, both sexes have a responsibility to fight discriminatory attitudes. Women should retain their distinctly feminine characteristics while at the same time being provided the same opportunities as men of equal ability. Title IX of the Education Amendments of 1972 forbids discrimination on the basis of sex in education programs or activities which receive federal funds. This is especially applicable to intramurals. Identical programs and totally coeducational teams are not required as long as comparable opportunities to participate in sports programs exist. Institutions had until July 21, 1976, to evaluate their athletic programs and implement the principles of nondiscrimination by sex. Equal opportunity includes everything from equipment to coaching to publicity. The most important aspect of a responsible intramurals program is to be sensitive to what the particular students at an institution at a particular time want and are interested in. In intramurals men and women must learn to cooperate in each other's best interests.

Graham, Peter J., and Alfred F. Morris. "Summer Intramurals--A Programming Challenge." Paper prepared for the Annual Conference of the National Intramural Association, March 24-27, 1975, New Orleans, La. 14p. ED 110 451 MF & HC

This paper is designed to assist intramural administrative personnel in the development of summer school programs. The text focuses on the summer school intramural program developed at the University of Massachusetts, Amherst. The topical areas covered include (a) program history, (b) staffing, (c) facilities and equipment, (d) scheduling, (e) team/individual/dual sports offered, (f) modification of sport rules, (g)

awards, (h) recreational activities (free play), and (i) publicity. The author states that an evaluation of the Massachusetts program provides evidence demonstrating that even during periods of declining summer school student enrollments, a well designed and administered program can still continue to experience an increase in student participation. The paper concludes with a discussion of how increased participation, coupled with the return of the major portion of program funds to students in the form of wages, can be used to justify increased program financial allocations.

Gregory, C. Jane, and Brian M. Petrie. "Superstition in Sport." Paper presented at the Fourth Canadian Psychomotor Learning and Sports Psychology Symposium, October 23-25, 1972, University of Waterloo, Ontario, Canada. 31p. ED 085 340 MF & HC

The introduction of this investigation into superstitions of athletes reviews past research on the subject. It is stated, though, that general research on superstitions mentions little directly related to sports; so, by necessity, recourse is made to sports stories and newspaper and magazine articles. The main body of this paper presents results from a questionnaire on personal superstitions submitted to male and female intercollegiate athletes and male and female nonathletes. Tables with results and comparative figures are included in the text. The paper states that athletes were revealed as no more superstitious than nonathletes in the realm of general superstitions, although they did list more superstitions pertaining to sports than nonathletes did; females in both instances were more superstitious than males but males had more sports-related superstitions. Many sports-associated superstitions, it is stated, seem related to certain aspects of general superstitions (e.g. female athletes' concern for uniform and hair, social activities; male athletes' concern for food, position or playing order, travel dates and times). The conclusion of this paper, on the basis of this study and previous research, presents two general statements as to superstitions: a) under the impact of stress (in this case athletics), even educated people seek emotional balance; b) people don't become less superstitious with time but rather change the nature of their beliefs.

Hansen, Carl F. Miracle of Social Adjustment--Desegregation in the Washington, D.C., Schools. Freedom Pamphlet Series, 1957. 71p. ED 016 688 MF & HC

The bulk of this pamphlet is a recounting of the history of the desegregation of the Washington, D.C., public schools. Many anecdotes illustrate the process of community adjustment. Special attention is given to discipline, social activities, athletics, and inservice teacher education in the integrated schools. The most common fear of parents

was that integration would lower educational standards for all children. When 1955 citywide achievement tests were considerably below national standards, organized community parents decided to work on the problem by demanding better fiscal support for more teachers to reduce class size and to set up special classes for the retarded. At the time of the publication of this pamphlet, a broad school improvement program had been developed, and already completed curriculum reorganization had resulted in increased homogeneous grouping at all levels. A skills program had been re-emphasized and promotional practices had been re-examined. Emphasis on subject matter standards had increased. Special education for the atypical slow learner and the educationally and emotionally handicapped was being stressed, and plans were being made to reduce class size in elementary schools and to initiate an extensive building program.

Hoepfer, Barbara J., ed. Women's Athletics: Coping with Controversy. Selected papers from the national convention of the American Association for Health, Physical Education, and Recreation, 1973, Minneapolis, Minn. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1974. 120p. Available from: AAHPER Publications Sales, 1201 16th St., N.W., Washington, D.C. 20036. ED 092 550 MF

This book is a collection of papers discussing controversial topics in women's athletics. Section one, "Overview--Women's Rights," includes articles on women's rights and equal opportunities in sports, the emergence of women in sports, and significant events in a century of American women's sports. Section two, "Women's Intercollegiate Athletics--Past, Present, Future," includes articles on the development of programs and on future directions and issues. Section three, "The Olympic Games," includes articles discussing past Olympic meets and looking forward to the games in Montreal. Section four, "Women in Athletics," includes articles on masculine obsession in sports, the full court press for women in athletics, and the environmental effect on women in athletics. Section five, "Welfare of Women in Sports," includes articles on anxiety levels experienced by women in competition, sociological aspects of women in sports, and women athletic trainers.

King, Kathy. "Girls' Touch Football, Physical Education: 5551.03." An Authorized Course of Instruction for the Quinmester Program. Miami, Fla.: Dade County Public Schools, 1971. 48p. ED 095 113 MF & HC

This course outline is a guide for teaching basic understanding of fundamental skills and rules of girls' touch football in grades 7-12. The course format includes lectures, demonstrations, practice of basic skills, visual aids, lead-up games, presentation and practice of officiating

techniques, tournaments, and written and skills tests. Course content includes the following: (a) history, (b) description of game, (c) terminology, (d) rules and regulations, (e) modified rules, (f) safety procedures, (g) playing courtesies, (h) fundamental skills and techniques, (i) game strategy and tactics, and (j) basic officiating. Warm-up exercises and lead-up games are illustrated. Resources are recommended for teacher and pupil. Procedures for giving a skills test are outlined, and a written test is presented. (A seven-item bibliography is included.)

Paz, Benito Castejon, and others. Rationalising Sports Policies: I. Outline of a Methodology. European Cooperation For the Development of Sport for All. Strasbourg, France: Council of Europe, Committee for Out-of-School Education and Cultural Development, March 1973. 107p. Available from: Manhattan Publishing Co., 225 Lafayette St., New York. ED 087 701 MF

The major aim of this study is to devise a model for rationalizing sports policies by defining the basic concepts that should be inherent in any proper sports policy despite the infinite diversity that characterizes actual sport situations. The first part of the study discusses three concepts which are basic to the model: a) the "level of sport" which denotes the overall objectives of sports policy; b) the "sports situation" which is the reality of sport as it is defined by the people, facilities, and organizations involved in all areas of sport and as it is limited by extra-sports elements, which include demographic, climatic, geographical, economic, and sociological conditions and the physical and anatomical characteristics of the population; and c) "development factors," or those activities which, when combined in programs, have the effect of improving the existing "level of sport." Part two of the study is a mathematical outline of a model for decision making with regard to rationalizing sport policy. Part three of the study contains the statistical instruments for implementing the mathematical model.

Petrie, Brian M., and Elizabeth L. Reid. "The Political Attitudes of Canadian Athletes." Paper presented at the Fourth Canadian Psycho-Motor Learning and Sport Psychology Symposium, October 23-25, 1972, Waterloo, Ontario, Canada. 27p. ED 083 235 MF & HC

This study investigated the general hypothesis that the greater the involvement in the athletic subculture as a member of a sport team, the greater the development of conservative political ideologies. The questionnaire, completed by 150 Canadian team and individual sport athletes, was an amalgam of the following units: a) the McClosky Political Conservatism Scale (MPCS); b) self-reported political ideology (SRPI); c) attitudinal statements evaluating issue-oriented conservatism or

liberalism; d) Rehberg Political Action Scale (RPAS); and e) background questions. Analysis revealed a) no significant differences between team and individual athletes on the MPCS and SRPI, with a leaning toward liberalism; b) no significant differences on attitudinal statements, with women in individual sports leaning toward conservative responses; and c) agreement among athletes concerning involvement in political action. These results rejected the research hypothesis. (A discussion of the results is presented, with recommendations for future studies. Four tables of statistical data are included, along with a two-page bibliography.)

Picou, J. Steven, and Evans W. Curry. "Athletic Success as a Facilitator of Adolescents' Mobility Orientations: A Black-White Comparison." Paper presented at the Southern Sociological Society annual meeting, April 1974, Atlanta, Ga. 24p. ED 109 269 MF & HC

Past research is held to indicate a consistent relationship between participation in interscholastic athletics and educational orientations. This research is said to focus specifically on the "athletic success." Athletic success should be a stronger facilitator of the mobility attitudes of black youth, it is argued, because sports is fast becoming a viable avenue of mobility for blacks in the U.S. The data for this study come from a statewide probability sample of Louisiana high school seniors, collected in 1970. Variables incorporated in the analysis include socioeconomic status, scholastic performance, significant-other influence, athletic success, and educational aspirations. The results of a partial correlation and regression analysis are said to indicate that athletic success is significantly related to the educational aspirations for only the black respondents. This finding, along with others, is considered to lead to the conclusion that the student-athlete role provides behaviors that lead to higher-status educational orientations primarily for black youth; white youths' aspirations appear to develop more so in terms of relationships posited in current models of status attainment. Some suggestions are presented which modify achievement models for black athletes, and several alternative research strategies are outlined.

Picou, J. Steven, and Evans W. Curry. "Interscholastic Athletic Participation and the Formation of Educational Goals: A Rural-Urban Comparison." Paper presented at the Rural Sociology Section, Southern Association of Agricultural Scientists, February 1974, Memphis, Tenn. 14p. ED 087 578 MF & HC

One of the most consistent empirical findings in the increasing research on the sociology of sport revealed that white urban male high school athletes manifest higher-level educational orientations than their non-athlete

counterparts. This study expanded this empirical literature by assessing the nature of the athletic participation and educational aspiration relationship for a sample of rural, white male athletes in the deep South (Louisiana). Group interviews were conducted at 24 high schools, resulting in a final sample of 3,245 youths. Complete data on all variables included in this study were secured for 884 white males. The findings suggested that participation in interscholastic high school athletics is moderately related to level of educational aspiration for both rural and urban youths. The results from a series of partial correlations suggested that a substantial portion of the original educational aspiration-athletic participation relationship was due to the influence of parents' education and students' academic performance. Additional regression and covariance analyses revealed that athletic participation had relatively the weakest effects of all predictor variables within each residence category and that this rather weak effect was comparable for each residence category. Statistical tables were also presented.

Rehberg, Richard A., and Walter E. Schafer. "Adolescent Educational Expectations and High School Interscholastic Athletics." Paper presented at American Sociological Association convention, August 1967. 33p. ED 058 565 MF & HC

Data from 785 male seniors from six urban Pennsylvania high schools are used to evaluate the relationship between post high school educational expectations and participation or non-participation in interscholastic athletic activities. A zero-order gamma of .28 indicates that educational expectations and athletic participation are positively associated. The possibility that this association is spurious is tested by statistically controlling three potentially confounding variables: social status, academic performance, and parental educational encouragement. A third-order net partial association of .22 suggests that the association is not spurious, that the positive relationship between educational expectations and athletic participation is a result of the socialization experience of interscholastic athletics rather than of differential selection into high school sports. Further analyses indicate, however, that the positive association is not constant over the relevant control variables but that it is an interactive relationship; specifically, that the positive association is strongest for those categories of respondents "least" positively disposed toward a college education and weakest for those categories of respondents "most" positively disposed toward a college education.

Rurrola, Ross T. "Violence in Sport: Mirror of American Society," Vital Issues 24:1-4; March 1975.

In this issue of a newsletter put out by the Center for Information on America, Washington, D.C., the author cites historical, psychological, and sociological reasons for violence in sports activities and concludes by requesting further research.

Spivey, Donald, and Thomas A. Jones. "Intercollegiate Athletic Servitude: A Case Study of the Black Illini Student-Athletes, 1931-1967," Social Science Quarterly 55:939-47; March 1975.

Of the 227 black student-athletes at the University of Illinois from 1931 to 1967, 65 percent failed to graduate.

Sport for All. Five Countries Report. Strasbourg, France: Council for Cultural Cooperation, 1970. 135p. Available from: Manhattan Publishing Co., 225 Lafayette St., New York. ED 084 249 MF

This document is a compendium of reports from five countries on their "Sport for All" programs. The five countries are the Federal Republic of Germany, the Netherlands, Norway, Sweden, and the United Kingdom. It is stated that the basic idea of "Sport for All" is of a sociocultural nature: it regards sport and its functions as an integral part of permanent education. All of the reports place emphasis on medico-biological motives, sociological motives (the question of the use of leisure time), and educational motives (the place of sport in our civilization as a whole). Topics covered in the five reports are various methodologies of each country's program, the attitude of women toward sport, the training of instructors, the general public response, and the future needs of the "Sport for All" program.

Stier, William F., Jr. "An Overview of Organized Athletic Competition Among Pupils of Elementary School Age." Speech presented to Senior Physical Education Majors at Shepherd College, February 1973, Shepherdstown, W. Va. 18p. ED 083 153 MF & HC

In 1952 the American Association for Health, Physical Education, and Recreation (AAHPER) recommended that interschool competition be disapproved for children below the ninth grade; recent AAHPER surveys, however, indicate that highly organized athletic competition exists for today's elementary youth. Although no studies have been made on the long-range effects of athletics on youth and other research results are contradictory, there is evidence that vigorous physical activity for young boys can be beneficial. There is no hard evidence that it is detrimental. Each specific program should be individually evaluated with respect to its potential output in any given situation. Moreover, physical activity must be accompanied by exemplary supervision, both medical and educational. (This speech provides an extensive review of the literature on the physiological and sociological aspects of elementary school athletics and its potential injury problems.)

SPORT SOCIOLOGY--CROSS REFERENCES

Some of the works listed in the other three sections of this bibliography are also related to sport sociology. In order to assist the reader in locating these works, they are listed below for each of the three sections, alphabetized by author name. For the abstracts and/or citations of these works, the reader is referred to the appropriate section.

SPORT HISTORY

Dortmund, E.K. "Teaching Popular Culture: A Complaint and a Scheme."

Feeley, Dorothy M. Everybody Is Somebody. Grade 3.

Fidler, Merrie A. "The All-American Girls' Baseball League, 1943-1954."

A Guide to Two Cultures: American. A Guide to Two Cultures: Indochinese.

Howell, Reet. "The USSR: Sport and Politics Intertwined."

Hunacek, Vaclav, comp. Czechoslovakia Information Minimum.

LoGatto, Anthony F., comp. The Italians in America, 1492-1972: A Chronology and Fact Book.

"Multi-Ethnic Contributions to American History." A Supplementary Booklet, Grades K-3.

Resick, Matthew C., and Carl F. Erickson. Intercollegiate and Interscholastic Athletics for Men and Women.

Wettan, Richard, and Joe Willis. "The Effects of New York's Elite Athletic Clubs on American Amateur Athletic Governance 1870-1915."

Willis, Joe, and Richard Wettan. "Social Stratification in New York City Athletic Clubs, 1865-1915."

Yeakey, Lamont H. "A Student Without Peer: The Undergraduate College Years of Paul Robeson."

SPORT PHILOSOPHY

Braham, Randolph L. Education in the Hungarian People's Republic.

Fisher, A. Craig. "Sport and Sex-Role Orientation."

Scott, M. Gladys, ed. Research Methods in Health, Physical Education, Recreation.

Special Olympics Instructional Manual . . . From Beginners to Champions.

Upshaw, Kathryn Jane. "John Updike and Norman Mailer: Sport Inferences."

SPORT PSYCHOLOGY

Astrand, Per-Olof. Sport for All: Exercise and Health.

Burke, Edmund J., and others. "Psycho-Social Parameters in Young Female Long Distance Runners."

"Crowd Control at Athletic Events."

Fox, Katharine, ed. Abstracts of Research Papers 1971.

Harris, Dorothy V., ed. DGWS Research Reports: Women in Sports. Vol. II.

Landers, Daniel M. "Sibling-Sex-Status and Ordinal Position Effects on Females' Sport Participation and Interests."

"Report on Experiment: Girls on Boys' Interschool Athletic Teams, March 1969-1970."

Richardson, Howard D. "A New Discipline: The Social Psychology of Sport."

Schwank, Walter C., ed. The Winning Edge.

Sleet, David A. "Interdisciplinary Research Index on Play: A Guide to the Literature."

Spirduso, Waneen Wyrick, ed. Bibliography of Research Involving Female Subjects.

Yiannakis, Andrew. "Psychosocial Profiles of Delinquent and Nondelinquent Participants in a Sports Program."

SPORT PHILOSOPHY

The philosophy of sport has developed from the philosophy of physical education into a focus of inquiry which is well-respected in the traditional curriculum of physical education. Sport philosophy, as a separate entity, has emerged with the new public and social consciousness of the role of sport in society.

The classic discussion of the difference between sport and athletics focuses on one of the central issues underpinning philosophical inquiry into sport. The discussion has not been resolved and is not likely to be until there is a clearer separation of the behavioral modes of sport and athletics and, in light of our present knowledge, that does not seem possible. As long as sport or athletics remain a part of the interscholastic or intercollegiate system of education, the discussion will continue. But sport philosophy is not limited to such discussion.

As with sport history, sport sociology, and sport psychology, sport philosophy draws heavily on a foster-parent discipline--philosophy. Much of the language used in this further exploration and explanation of sport comes from the alternative discipline. For example, the three sections of The Philosophy of Sport, edited by Robert Osterhoudt, cover the "ontological," the "ethical," and the "aesthetic" status of sport.

But there are, of course, differences between the two disciplines. Twelve of the authors cited in this bibliography are physical educators: professionals who, having studied the philosophy of physical education in depth and acquired the language of philosophy, can direct sound philosophical inquiry to sport with an insight that may be lacking in the typical professional philosopher.

Since 1970 a society of sport philosophers has been formed and affiliated with the International Philosophic Society. This trend is concordant with sport history and sport psychology, wherein similar societies exist for satisfaction of needs and interests of those specializing in the new sub-field.

The present bibliography seeks to acquaint the reader with typical modes of inquiry that are found in sport philosophy, and perhaps provide him or her with a basis of understanding prior to further reading of more recent publications. As such, this bibliography is typical in its limitations, but serves a valuable purpose for the uninitiated. Thus, major names in sport philosophy can be found in the contents, names such as Harold VanderZwaag, Jan Felshin, Eleanor Metheny, Scott Kretchmar, Warren Fraleigh, and Judith Jensen, among others. However, there are equally important names missing, such as Robert Osterhoudt (widely acclaimed as the most prominent of sport philosophers in North America), Paul Weiss, Roselyn Stone, and William Sadler.

SPORT PHILOSOPHY--BIBLIOGRAPHY

Annarino, Anthony A., and others. "A Personal Philosophy of Physical Education," Journal of Health, Physical Education, and Recreation 41:24-30, 44-45; June 1970.

Six physical educators discuss their personal philosophies of physical education.

The Best of Challenge. Vol. 2. Washington, D.C.: American Association for Health, Physical Education, and Recreation. 177p. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 093 831 MF

This volume is a collection of articles, practical information, program anecdotes, book and film reviews, and research abstracts on helping handicapped persons help themselves that appeared in 15 issues of "Challenge," September 1970 to May 1973. The volume has been divided into eight sections. Each article has been placed according to its major emphasis and concern. Section 1 is entitled "Philosophy and Editorials." Section 2 has the general heading "Activities" and is divided into the following subsections: "Arts, Crafts, and Games"; "Athletics and Sports"; "Core Correlated"; "Motor and Perceptual-Motor Development"; "Physical Education/Fitness"; "Swimming"; and "Wheelchair." Section 3, "Programs," has these subsections: "Adults," "Camping," "Moderately and Severely Retarded," "Ongoing," "Recreation," and "Scouting." Section 4 is entitled "Leadership." The remaining sections are as follows: Five--"Cross-Country Challenges," Six--"Books," Seven--"Films," and Eight--"Research." A subject index is included.

"A Bibliography of Surveys in Physical Education and Recreation Programs for Impaired, Disabled, and Handicapped Persons." Washington, D.C.: American Association for Health, Physical Education, and Recreation, October 1973. 18p. ED 092 557 MF & HC

This 114-item bibliography of surveys is limited to program status--surveys of opportunities available, populations served, participation, problems, and needs of handicapped persons. None of the citations focus on activities, methods, facilities, philosophy, or other specific program areas as such. Places to obtain additional information are listed. The bibliography is divided into three sections which are arranged alphabetically by author: (1) general surveys, (2) professional preparation surveys, and (3) addendum. Also included is a topic index which refers to the citations in the bibliography by number.

Bloch, Jean H. "Rousseau's Reputation as an Authority on Child-care and Physical Education in France Before the Revolution," Paedagogica Historica 14:5-33; 1974.

Boetel, Norma, ed. Basketball, August 1975-August 1976. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation; National Association for Girls and Women in Sport, 1975. 120p. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 113 318 MF

This guide is part of a series published by the National Association for Girls and Women in Sport. It contains eight articles written on various aspects of the sport of basketball, and includes such topics as (a) team defense, (b) individual offensive moves, and (c) point of aim free-throw shooting. It also includes official basketball playing rules and a summary of rule changes for 1975-76, suggestions for visual aids, and an annotated bibliography. The guide also presents a statement of philosophy of the affiliated Boards of Officials, standards for official ratings, basketball study questions, and techniques of officiating basketball.

Braham, Randolph L. Education in the Hungarian People's Republic. City University of New York, New York City College, 1970. 239p. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. GPO FS 5.214:14140. ED 039 635 MF

This report contains a comprehensive examination of all major levels and types of education in the Hungarian educational system under communism. The structure, process, philosophy, and history of Hungarian education are described in 10 chapters: (1) "The Country's Background," (2) "The Educational Inheritance," (3) "The Postwar Educational System," (4) Pre-Elementary Education," (5) "Elementary and Secondary Education," (6) "Vocational and Technical Education," (7) "Higher Education," (8) "Teachers and Teacher Education," (9) "Special Types of Education," and (10) "Youth and Sport Organizations." Appended materials include a glossary; lists of higher education institutions, institutions specializing in teacher training, and major research institutes; and a topical bibliography.

Caldwell, Stratton F. "The Human Potential Movement: Forms of Body/Movement/Nonverbal Experiencing." Paper presented at the 42nd annual conference of the California Association for Health, Physical Education, and Recreation, March 21-24, 1975, Los Angeles, Calif. 8p. ED 110 423 MF & HC

A social, humanistic movement has emerged which focuses on the desire of many affluent and advantaged citizens for personal, interpersonal, transpersonal, and organizational growth. It has been termed the "Human Potential Movement." Growth centers, which emphasize the integrated totality of the person, have developed all over the United States and throughout the world during the 1960s and 1970s. Within these centers there has been a rediscovery of the body as central to one's unified being and becoming. A unique development among growth centers is the emergence of the Esalen Sports Center, which explores the potential of athletic experiences for eliciting higher levels of awareness. There are many growth centers, colleges, and universities offering body, movement, and nonverbal oriented experiences that can be utilized by physical educators and others as they seek new and different program experiences.

Clement, Annie. "A Model for Use in Comparing Philosophy and Program with Implications for Decision Making: A Guide for Physical Education Department Self-Study from the NASPE College Physical Education Council," Journal of Physical Education and Recreation 46:8-9; February 1975.

Crew, Louie. "Physical Miseducation," Saturday Review: Education 1:11-17; January 1973.

Most physical education classes, says the author, force even fat boys either into competitive sports or onto the sidelines. But there are other ways to learn how to use one's body.

"The Environmental Education Philosophy and Program for the Bureau of Sport Fisheries and Wildlife, General Educational Concepts." Washington, D.C.: Bureau of Sport Fisheries and Wildlife, Department of the Interior, 1973. 8p. ED 081 598 MF & HC

General education concepts and the operational aspects of the proposed environmental education program of the Bureau of Sport Fisheries and Wildlife, U.S. Department of the Interior, are related in this pamphlet. The first part defines the terms environmental education and conservation education and the two types of program to be undertaken, environmental education and interpretive. The second part discusses the joint responsibilities of the program for both the Bureau and the teacher or school system. Functional and divisional responsibilities as well as training and staff needs are outlined for the Bureau. The role of the professional educator indicates the necessity for teacher involvement in pre- and post-trip preparation and follow-up in addition to coordinating the actual study or investigation.

Felshin, Jan. "Sport and Modes of Meaning," Journal of Health, Physical Education, and Recreation 40:43-44; May 1969.

The author refers to sports as subcultures, and sees sport as a personal-social phenomenon in which social values and norms become a mode of meaning for the individual in sport. He defines the characteristic elements of sport that clarify its compelling modes of meaning as freedom, challenge, involvement, and sensation. Structure and meaning are seen as interactive, and sport, based on man's inherent power to act, embodies his modes of meaning in its structure.

Fisher, A. Craig. "Sport and Sex-Role Orientation." Paper presented at the annual meeting of the American Alliance for Health, Physical Education, and Recreation, the Philosophical and Cultural Foundations section, March 1975, Atlantic City, N. J. 19p. ED 104 830 MF & HC

Psychosexual personality is not exclusively a postnatal and learned phenomenon. Three biologically-based sex differences can be cited as having promoted status differentiation between males and females. These are (a) greater physical strength of males, (b) greater aggressiveness of males, and (c) child-rearing and nursing roles of females. The opposite sex may serve as the primary frame of reference for a person's self-concept. If this is so, masculinity should be defined as being unlike females, and femininity should be defined as being unlike males. Sex-role development for males is more difficult than for females. During early childhood, females have more freedom in choice of behaviors. Games and sports, however, have long been of value in aiding male sex-role development. Sports provide one area where there is no doubt about sexual differences and where biology is not obsolete. Athletics help reinforce male differentiation from females in a world where many male functions have come to resemble female functions. Games and sports are, however, becoming less sex-differentiated, and this is eroding one form of masculine identification, perhaps one of few left. We should restrict female participation to particular sports, thus leaving others to be identified as "masculine." By having developing males, particularly those exhibiting feminine characteristics, participate in these "masculine" sports, we could help them establish a masculine identity.

Fraleigh, Warren P. "An Instructional Experiment in Actualizing the Meaning of Man as a Moving Being," Journal of Health, Physical Education, and Recreation 40:53-58; January 1969.

Frost, Reuben B. Physical Education: Foundations, Practices, Principles. Reading, Mass.: Addison-Wesley Publishing Co., 1975. 507p. Available from: Addison-Wesley Publishing Co., 367 Jacob Way, Reading, Mass. 01867. ED 106 279 Document Not Available from EDRS.

This book offers a cross-section of the concepts and subject matter areas which form the theoretical framework for physical education. Its stated purpose is to provide a source of information, insight, and inspiration to those who contemplate physical education as a career. Chapters include the following: (a) "Education for a Better World," (b) "Meanings and Purposes," (c) "Historical Overview to 1950," (d) "Physical Education for Future Generations," (e) "Philosophical Considerations," (f) "Anatomical and Physiological Bases," (g) "Basic Biomechanical Concepts," (h) "Psychological Foundations," (i) "Sociological Foundations," (j) "Sports, Athletics, and Education," (k) "Programs and Curricula," (l) "Health Education in Our Schools," (m) "Fitness for Living," (n) "Leisure and Recreation," (o) "Physical Educators and the Community," (p) "Human Values and Personal Ethics," (q) "Pedagogical Principles and Practices," (r) "Careers in Physical Education," and (s) "Administration: Concepts and Practices." A set of selected references is included at the end of each chapter.

"Girls Physical Education Handbook." Fairfax County Schools, Va., September 1971. 168p. ED 093 807 MF & HC

This handbook was designed to provide the student with basic information for various individual, dual, and team sports. The individual and dual sports which are discussed include archery, badminton, creative dance, fencing, golf, gymnastics, and games such as deck tennis, table tennis, horseshoes, and shuffleboard. Basketball, field hockey, soccer, softball, and volleyball are the team sports included in the handbook. For each sport or game included, the handbook provides a) a brief history of its development; b) a general description including terms, facilities, and equipment; c) basic skills required; d) rules and scoring procedures; and e) strategy. A 37-item bibliography is included.

Guide for Teaching Physical Education, Grades 7-12. Columbia: South Carolina State Department of Education, 1969. 227p. ED 051 188 MF & HC

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Physical education, including team sports, stunts, tumbling and gymnastics, track and field, swimming, individual and dual sports, physical education for the handicapped, outdoor education, and rhythmic activities. ORGANIZATIONAL AND PHYSICAL APPEARANCE: The guide is divided into 16 chapters, each of which is straight text interspersed with extensive diagrams and illustrations. It is offset printed and

perfect bound with a paper cover. OBJECTIVES AND ACTIVITIES: The first three chapters develop a philosophy of physical education and outline general objectives. The major portion of the guide consists of detailed descriptions for activities in the above-mentioned categories. Most of these descriptions are accompanied by lists of teaching suggestions and suggested safety precautions. A separate chapter on administration gives suggestions for time allotments for boys and girls at each grade level. INSTRUCTIONAL MATERIALS: Appendixes contain a bibliography, a list of sources for records and audiovisual aids, record forms, diagrams on utilization of facilities, and lists of equipment and supplies needed. STUDENT ASSESSMENT: A chapter on evaluation describes types of tests, both written and performance, and ways of using them. An appendix describes nine standardized tests and indicates their availability.

Guidelines for Secondary School Physical Education: A Position Paper. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1970. 13p. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 080 475 MF

The philosophy and content included in this document are intended to assist students, teachers, administrators, curriculum directors, school boards, and laymen in the organization and the conduct of a quality physical education program in the secondary school. The guidelines set forth here assume that secondary school students have had continuing and appropriate learning experiences in physical education through the elementary grades. Appropriate modifications may be necessary to reflect future changes in attitudes, knowledges, and practices.

Gussis, Christopher. "Is Winning the Only Thing?" NJEA Review 47:34-35; October 1973.

Author discusses the misunderstandings over the philosophy and objectives of athletics today and encourages the reemphasis of educational objectives.

Hultgren, Dayton, and James Crewe. "Athletic Department Reading and Study Skills Program--A Model in Search of Other Applications." Paper presented at National Reading Conference, December 5-7, 1968, Los Angeles. 7p. Available from: 1968 National Reading Conference Yearbook. ED 028 047 Document Not Available from EDRS.

A personnel services model program for the university student-athlete was developed four years ago by the Department of Intercollegiate Athletics and

the Student Counseling Bureau at the University of Minnesota. The service is preventive in emphasis, developmental in philosophy, and individualized in operation. The reading and educational skills improvement phase of the program involves an evening study hall for regular course assignments, tutor-seminars in subject areas, and individual skills improvement practice sessions based on diagnostic testing. The position of Educational Skills Counselor was established to provide scholastic supervision and program advising during the day. As a certified psychologist, the counselor provides personal, vocational, and general psychological counseling. He also shares with other administrative and scholastic units of the university the supervision of each student-athlete's progress toward a degree and gathers and disseminates relevant information on problems, educational and social growth, and placement. The effectiveness of the program is evaluated in terms of student and faculty assessment of its worth, further implementation of this model, and student scholastic achievement.

"El humanismo y la educación en diversos niveles del sistema educativo national" ("Humanism and Education at Different Levels of the National Education System"). Consejo Nacional Técnico de la Educación, Mexico, March 1969. 4p. Available from: CEAS Abstract Series No. 1-4 (ED 060 227). ED 060 355 Document Not Available from EDRS.

This document is an English-language abstract (approximately 1,500 words) of six studies of the different levels of education and the humanistic content of the teaching program at each level. On the preschool level, it is stated that kindergarten education in Mexico attempts to put the small child in contact with the world that surrounds him. Elementary education includes health and physical training, use of natural resources in the environment, comprehension and improvement of social life, creative activities, practical activities, and acquisition of the elements of culture. Elementary schools should place a high value on the formative aspects of human personality. The effort of secondary schools to supply a humanistic education is analyzed, beginning with a consideration of student needs and characteristics. The upper level of secondary education is studied in terms of characteristics of students who enter preparatory schools, generally at 16, to follow a three-year course for the baccalaureate which gives entry to the National Autonomous University of Mexico. The education of teachers carried out by normal schools in Mexico aims at endowing them with broad cultural preparation. Higher normal schools train secondary school teachers in the integral development of youth.

Ioannides, Ion P. "Physical Education and Sport in Greece Today," Physical Educator 32:95-100; May 1975.

Jensen, Judith. "Developing a Model for an Academic Major in Physical Education." Final Report. State University of New York, College at Brockport, July 1970. 29p. ED 051 785 MF & HC

This report aims to provide a detailed description of the development of both the concept and content of an innovative undergraduate major in physical education established at the State University College at Brockport. The new approach views physical education as "the study of the significance for man of experiences in certain forms of human movement." In the course of developing the curriculum, literature was reviewed, experts were consulted, curricula of other institutions were studied, and a workshop was sponsored. These efforts resulted in a physical education major which divides the study of movement experiences into five basic areas: biological, sociocultural, philosophical, psychological, and performance. The report outlines the components of the curriculum and includes a bibliography. Appendixes cover the teacher preparation program, a conceptual curriculum in physical education, excerpts from discussions at the workshop, and course descriptions.

Kelley, T. W. "Viewpoint: Winning as the Only Thing Results in Too Many Losers in Elementary School Sports," Momentum 6:31-32; May 1975.

Author urged that schools examine their philosophy for sport and the focus through which their values are implemented.

Kennedy, Joseph S. "Interscholastic Sports: A Balanced Viewpoint," Clearing House 43:471-73; April 1969.

King, Katheryn. "Deck Tennis, Physical Education: 5551.28." An Authorized Course of Instruction for the Quinmester Program. Miami, Fla.: Dade County Public Schools, 1971. 24p. ED 095 114 MF & HC

This course outline is a guide for teaching the principles and skills of deck tennis in grades 7-12. The course format includes discussions, practice of fundamental skills, participation in game situations and class tournaments, and subjective and objective evaluations. Course content includes the following: (a) history, (b) description of game, (c) team deck tennis, (d) singles and doubles, (e) playing courtesies, (f) fundamental skills and techniques, and (g) game strategy. Warm-up exercises, structured activities, class progressions, and source materials are suggested. Procedures for giving and scoring a skills test are outlined and a class participation subjective rating scale is suggested as a method of rating and recording observed skill. An 11-item bibliography is included.

Kretchmar, R. Scott, and William A. Harper. "Why Does Man Play?" Journal of Health, Physical Education, and Recreation 40:57-58; March 1969.

The question of why man plays is equal and related to the complex nature of man, and cannot be explained on rational, cause-and-effect grounds.

Martin, Fred W. "A Philosophical Perspective on Leisure Services for the Disabled," Journal of Physical Education and Recreation 46:26-27; May 1975.

Maufas, Luther A. "A Career in Coaching: Grade 9 Daily Physical Education." Career Development Project. University City School District, Mo., June 1972. 24p. ED 107 779 MF & HC

The Grade 9 curriculum guide contains four lesson plans covering the career preparation knowledge, skills, and self-knowledge domains. The overall goal is for students to acquire knowledge of the field of coaching. Ten sections discuss: the importance of and opportunities for coaching; general duties; attractive and unattractive features of coaching; the employment outlook, salaries; the coaching philosophy; coaching hints; and teaching sports. Each lesson includes goal, performance objective, learning activities, and an outcome measure.

Metheny, Eleanor. "This 'Thing' Called Sport," Journal of Health, Physical Education, and Recreation 40:59-60; March 1969.

Discusses the need for and offers one viewpoint of a categorical definition of the term "sport."

Metheny, Eleanor. "Too Much Like Thinking To Be Less Than Thought." Presented at the Perceptual Motor Conference, August 26-28, 1971, Sparks, Nev. 10p. American Alliance for Health, Physical Education, and Recreation, Washington, D.C.; National Association for Sport and Physical Education. ED 124 878 MF & HC

This speech discusses concrete entities and abstract phenomena--focusing especially on the ideas of Plato and Aristotle. The author first explains that, according to Plato and Aristotle, there is a qualitative difference between things classified as concrete and those labeled abstract. She then questions whether there really is a difference between objects, or whether

this distinction is a dichotomy created by Plato and Aristotle. The author concludes that attempting to understand perceptual and motor behaviors, experiences, and processes cannot explain the coexistence of two kinds of awareness or phenomena--called abstract and concrete.

Molosky, Gerald, and others. "Physical Education, Secondary." Bloomington Public Schools, Minn., 1969. 370p. ED 051 152 MF & HC

GRADES OR AGES: Grades 7-10. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six color-coded units, one each for athletic skills and games, fitness testing and body mechanics, rhythmical activities, simple games and recreational activities, tumbling and apparatus, and swimming. It is mimeographed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: Several introductory chapters develop a philosophy of physical education and related objectives for K-12. Charts indicating scope and sequence and suggested time allotments for K-12 are also included. One chapter describes methods of modifying specific activities for children with physical limitations and suggests procedures and forms to be used in setting up an adapted program. The major portion of the guide describes in detail specific activities in each of the above-mentioned categories, with specific objectives listed for each activity. Activity descriptions include suggestions for timing and appropriate grade levels. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. The guide also contains a short bibliography. STUDENT ASSESSMENT: Each activity description includes suggestions for evaluation, which include written tests, performance tests, or subjective evaluation by the teacher.

"Northern Illinois University Abstracts of Graduate Studies on the Community (Junior) College, 1970-1971." Northern Illinois University, De Kalb, Community College Services, October 1971. 84p. ED 057 786 MF & HC

This document includes summaries of 25 recent research projects in the area of community (junior) colleges undertaken by graduate students at Northern Illinois University. The topics of the projects were: student reactions to senior college; student values and choice of program; personality characteristics and attitudes of nursing students; occupational backgrounds of business teachers; data processing instruction; occupational and occupational-business courses in selected community colleges; student placement appraisal devices; academic advisement; counselor attitudes toward ROTC articulation; student activity programs; motivational factors and social groupings of older students; student characteristics; perceived job attributes of community college instructors; Illinois public junior college faculty salary, teaching load, and fringe benefits; foreign student

programs; public information offices; athletic directors in Illinois community colleges; status of required physical education programs; high school teacher attitudes toward junior college philosophy; intercollegiate athletics and intramurals; awareness of high school students of a local community college; and administrators' reactions to transfer students. A statement of the problem, procedure, and findings or conclusions are given for each study.

Park, Roberta J. "Harmony and Cooperation: Attitudes Toward Physical Education and Recreation in Utopian Social Thought and American Communitarian Experiments, 1825-1865," Research Quarterly 45:276-92; October 1974.

Philosophy and Standards for Girls and Women's Sports. Washington, D.C.: American Association for Health, Physical Education, and Recreation, Division for Girls and Women's Sports, October 1969. 61p. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 080 466 MF

This document is devoted to statements concerning the philosophy and standards of girls and women's sports. Chapter one is a background essay on the Division of Girls and Women's Sports (DGWS). Chapter two discusses the nature and value of sports. Chapter three is devoted to standards for girls and women's sports. Included in this chapter are discussions of leadership, the nature and conduct of the program, and implementation and evaluation. Chapter four presents the DGWS Statement of Beliefs and separate guidelines for junior high school girls, high school girls, and college women's athletic programs. A list of references is included as an appendix.

Polvino, Geri, ed. Volleyball, August 1975-August 1977. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation; National Association for Girls and Women in Sport, 1975. 135p. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 113 319 MF

This guide is part of a series published by the National Association for Girls and Women in Sport. It contains 16 articles written on various aspects of volleyball, such as (a) volleyball visual aids, (b) a volleyball bibliography, (c) training for volleyball, (d) key visual cues in volleyball, (e) basic agility for beginners, and (f) solving problems in volleyball. It also includes official volleyball playing rules for girls and women, as well as suggested modifications for younger players, clarification of rule changes for 1975-77, rule interpretations, questions and answers, and an index to official rules. There is also a section which presents a statement of the philosophy of the affiliated Boards of Officials, standards for officials ratings, volleyball study questions, and techniques for officiating volleyball.

Robinson, Sugar Ray. "The Best Is Always Fragile," Parks and Recreation 9:37-38, 76-77; September 1974.

This article describes the philosophy and activities of Sugar Ray's Youth Foundation, which provides positive alternatives for juvenile delinquents.

Scott, M. Gladys, ed. Research Methods in Health, Physical Education, Recreation. 2nd ed. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1959. 544p. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 044 275 MF

Methods for designing and conducting research related to health education, physical education, and recreation are described. The use of libraries, selection and definition of research problems, principles of statistically sampling, and data collection devices are presented. Instructions for the construction and validation of tests as well as techniques of data analysis are included. Descriptive methods, action research, historical and philosophical methods, and experimental designs are described. Techniques for writing research reports, including advice on style and presentation of data, are given. Interactions of research and the development of the curriculum are discussed.

Spechalske, Frank. "The Origin and Philosophy of Club Sports." Paper presented at the annual meeting of the American Alliance for Health, Physical Education, and Recreation, March 1975, Atlantic City, N. J. 7p. ED 113 310 MF & HC

Perceptive historians recognize that club sports, defined as a group of people gathered to engage in competitive physical activity, are not--as many would have us believe--a product of modern times. Historically, there has always been a desire on the part of people for sports participation. Several years ago a questionnaire was compiled and sent to universities, colleges, and junior colleges. Eighty percent of the respondents had sports clubs. People want to be active and play, and therefore there is a demand for club sports. No other area in a school's curriculum gets the voluntary participation of such a large percentage of the student body, faculty, staff, and community as does the health, physical education, recreation, and athletic complex. This participation takes the form of both active sports participation and spectator participation. If the opportunity for physical activity is provided to students, they will take care of the rest. It is now necessary to meet the challenges of providing these opportunities for physical activity.

Special Olympics Instructional Manual . . . From Beginners to Champions. Washington, D. .: American Association for Health, Physical Education, and Recreation and the Joseph P. Kennedy, Jr. Foundation, 1972. 146p. Available from: AAHPER Publication Sales, 1201 16th St., N.W., Washington, D.C. 20036. ED 069 076 MF

The manual is intended to assist teachers, volunteers, and parents in providing physical education or recreation activities for mentally retarded children. Presented in each of the four basic activity areas (fitness and conditioning, track and field, volleyball, and swimming) are activities, drills, methods, teaching/coaching suggestions, and sequenced progressions for children at all age and performance levels. Basic, intermediate, and advanced fundamentals of each activity are described, with progressive teaching sequences and detailed practice schedules or lesson plans. Also explained are the philosophy and rationale for physical education and recreation programs for the retarded, with special reference to the Special Olympics (a yearly national sports competition for retarded children). Line drawings illustrate the manual.

Spring, Joel H. "Mass Culture and School Sports," History of Education Quarterly 14:499-500; Winter 1974.

The original goals and theoretical base for the development of mass sports in the United States are discussed.

Upshaw, Kathryn Jane. "John Updike and Norman Mailer: Sport Inferences." Master's Thesis, University of North Carolina at Greensboro, September 1972. 131p. ED 107 665 MF & HC

The phenomenon of writer use of sport inferences in the literary genre of the novel is examined in the works of Updike and Mailer. Novels of both authors were reviewed in order to study the pattern of usage in each novel. From these patterns, concepts which illustrated the sport philosophies of each author were used for general comparisons of the two. Success and failure, life and life concepts, reality, character virtues, gender roles, sociocultural environment, and literary inferences served as categories for comparison. Updike employed reality concepts in relation to organized sport and life concepts in relation to sport activity, creating illusions of reality in order to describe middle class American life. Mailer utilized agonistic sport inferences in projecting American existential philosophy. Three hypotheses were projected and upheld by this study: (a) the authors' personal sport backgrounds, experiences, and pervading philosophies were reflected in their novels; (b) the purpose of the characters' performances in sport reflected the authors' backgrounds; and (c) distinct patterns of sport inferences were consistent throughout novels by the same author.

VanderZwaag, Harold. "Sports Concepts," Journal of Health, Physical Education, and Recreation 41:35-36; March 1970.

Discusses ways in which to contribute to the theory of sport from a disciplinary approach, and suggests the following as some of the concepts which should be subjected to philosophical analysis: athletics, sportsmanship, sports appreciation, sport as a laboratory for democratic living, sport as a cultural influence, play, competition, creativity in sport, human movement, exercise, physical fitness, and physical education.

Voss, Donald G. Physical Education Curriculum for the Mentally Handicapped. Madison: Wisconsin State Department of Public Instruction, Division for Handicapped Children, September 1971. 104p. Available from: Wisconsin Department of Public Instruction, 126 Langdon St., Madison, Wis. Bulletin No. 2102. ED 080 483 MF & HC

GRADES OR AGES: Mentally handicapped children. SUBJECT MATTER: Physical education. ORGANIZATION AND APPEARANCE: The guide is divided into parts. Part One discusses physical education, its philosophy and purposes, characteristics of sound programs, and recent trends; mental retardation and characteristics of retarded children are reviewed. Part Two discusses fundamental movement patterns and motor skills in terms of behavioral objectives, common deviations to watch for, and suggested developmental activities to use in patterns or skills at each level. Part Three includes practical games, sports, and recreational activities in which the patterns and skills discussed in Part Two can be used. OBJECTIVES AND ACTIVITIES: In Part Two, behavioral objectives are listed and outlined for each skill or pattern, and activities are suggested. Part Three outlines certain sports and activities as they reflect skills and patterns of Part Two. INSTRUCTIONAL MATERIALS: Required equipment is listed in activities descriptions. An annotated bibliography is included as an appendix. STUDENT ASSESSMENT: No provision indicated. OPTIONS: No other possibilities other than those of the text are indicated as acceptable.

Wager, Roy H. "Interscholastic Athletics: Friend or Foe?" NJEA Review 47:31-32; February 1974.

Author reviews the current policies and philosophy concerning interscholastic competition in New Jersey.

Whited, Clark V. "Sport Science: The Modern Disciplinary Concept for Physical Education," Journal of Health, Physical Education, and Recreation 42:21-25; May 1971.

Yost, Charles P., ed. Sports Safety: Accident Prevention and Injury Control in Physical Education, Athletics, and Recreation. Washington, D.C.: American Association for Health, Physical Education, and Recreation, Division of Safety Education. 328p. Available from: AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. ED 079 293 MF

This anthology of articles concerned with injury in sports and safety procedures is divided into three parts. Part One is devoted to general discussions of safety and a guiding philosophy for accident prevention. Part Two develops articles on administration and supervision, including discussions of health examination, legal liability, facilities, equipment, and supplies. Part Three is broken down into nine sections in which individual sports and their safety problems are considered. The nine section headings are: safety in team sports (baseball, basketball, soccer, others); safety in individual sports (archery, bowling, others); safety in dual sports (fencing, judo, wrestling); safety in aquatic activities; safety in open water aquatic sports; safety in winter sports; safety in outing activities (fishing, camping, hunting, and shooting); safety in dance and in children's movement (developmental and play activities). Included as appendixes are a suggested outline for a college course in sports safety and copies of questionnaires on sports safety sent out to athletic personnel.

SPORT PHILOSOPHY--CROSS REFERENCES

Some of the works listed in the other three sections of this bibliography are also related to sport philosophy. In order to assist the reader in locating these works, they are listed below for each of the three sections, alphabetized by author name. For abstracts and/or citations of these works, the reader is referred to the appropiate section.

SPORT HISTORY

Holland, Judith R., ed. AIAW Handbook of Policies and Operating Procedures, 1974-75.

Wilkie, Betty. "Fast Pitch Softball, Physical Education: 5551.10."

SPORT PSYCHOLOGY

Astrand, Per-Olof. Sport for All: Exercise and Health.

Fox, Katharine, ed. Abstracts of Research Papers 1971.

Lersten, Ken. "Aging and Motor Skill: A Research Frontier."

Lersten, Ken. "A Separate Reality: The Problem of Uncooperative Experiments."

Schwank, Walter C., ed. The Winning Edge.

Sleet, David A. "Interdisciplinary Research Index on Play."

SPORT SOCIOLOGY

Gerou, Nancy. "Title IX--Its Impact."

King, Kathy. "Girls' Touch Football, Physical Education: 5551.03."

Paz, Benito Castejon, and others. Rationalising Sports Policies: I. Outline of Methodology.

Sport for All. Five Countries Report.

ORDER FORM

ERIC **DOCUMENT REPRODUCTION SERVICE**
P.O. Box 190 ARLINGTON, VIRGINIA 22210 • (703) 841-1212

OPERATED BY: COMPUTER MICROFILM INTERNATIONAL, CORP.

SHIP TO: _____

BILL TO: (for Institutional Use Only)

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES HC	UNIT PRICE	TOTAL
TOTAL NO. OF PAGES			SUBTOTAL		
TAX EXEMPT NO. _____		VA RESIDENTS ADD 4% SALES TAX			
DEPOSIT ACCT. NO. _____		POSTAGE			
		TOTAL			

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 digits)
  See Resources in Education
- **SPECIFY EITHER:**
  Microfiche (MF)
  or
  Paper Copy (HC)
- **ENTER UNIT PRICE**
  (See Below)
- **INCLUDE POSTAGE**
  (See Below)
- **ENCLOSE CHECK or MONEY ORDER**
  (U.S. Funds Only)
- **MAIL TO:**
  EDRS
  P.O. BOX 190
  Arlington, Virginia 22210
- **COMPLETE AND SIGN BELOW**

Date _____

Signature _____

Title _____

UNIT PRICE SCHEDULE
(Effective June 10, 1976)

*MICROFICHE (MF)		PAPER COPY (HC)	
NUMBER FICHE EACH ED #	Price	NUMBER PAGES EACH ED #	Price
1 to 5	$ .83	1 to 25	$1.67
6	1.00	26 to 50	2.06
7	1.16	51 to 75	3.50
8	1.33	76 to 100	4.67
Each additional microfiche	.167*	Each additional 25 pages	1.34

*Total Price Should Be Rounded to Nearest Cent

70

CHART FOR DETERMINING UNITED STATES POSTAGE

1st CLASS POSTAGE FOR		4TH CLASS POSTAGE FOR TOTAL MF OR HC PAGES INDICATED (Allow 3-4 weeks delivery time from date of order)							
1-3 Microfiche Only	4-7 Microfiche Only	60 or less MF or HC Pages	61-120 MF or HC Pages	121-180 MF or HC Pages	181-240 MF or HC Pages	241-300 MF or HC Pages	301-360 MF or HC Pages	361-420 MF or HC Pages	Each Additional 60 MF or HC Pages
.13	.24	.21	.30	.39	.48	.57	.66	.75	.08

*Costs For Priority Shipment Available Upon Request. For Foreign Postage SEE REVERSE—

Revised May 1976

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the National Institute of Education Contracting Officer.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMIC.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CMIC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of CMIC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond CMIC's control and without negligence on the part of CMIC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CMIC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMIC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CMIC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CMIC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMIC. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMIC.

9. DEFAULT AND WAIVER
a. If Customer fails with respect to this or any other agreement with CMIC to pay any invoice when due or to accept any shipment as ordered, CMIC may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.
b. No course of conduct nor any delay of CMIC in exercising any right hereunder shall waive any rights of CMIC or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of $200.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. STANDING ORDER ACCOUNTS
Customers who desire to receive microfiche copies of all ERIC reports announced in each issue of Resources in Education may do so by depositing $2000.00 or submitting an executed purchase order. The cost of each issue and postage will be charged against the account. A monthly statement of the account will be furnished.

13. PAPER COPY (HC)
A paper copy (HC) is xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

14. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the international Postal Rates in effect at the time the order is shipped. To determine postage allow 60 microfiche or 60 (HC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

OTHER ERIC COLLECTIONS AVAILABLE FROM EDRS

STANDING ORDERS

Subscription orders of microfiche copies of all ERIC reports announced in each issue of **Resources in Education** average $160.00 per month at the rate of 8.7¢ per microfiche. Postage extra.

BACK COLLECTIONS (postage extra)

Reports in *Research in Education for* 1966 and 1967	$ 385.06
Reports in *Research in Education for* 1968	1,159.36
Reports in *Research in Education for* 1969	1,383.21
Reports in *Research in Education for* 1970	1,408.36
Reports in *Research in Education for* 1971	1,643.69
Reports in *Research in Education for* 1972	1,701.28
Reports in *Research in Education for* 1973	1,481.70
Reports in *Research in Education for* 1974	1,548.60
Reports in *Resources in Education for* 1975	1,734.61
Reports in *Resources in Education* Jan.–Apr. 1976	545.92
Entire Collection	$12,991.79

AIM/ARM MICROFICHE COLLECTIONS (postage extra) $0.158/fiche

CLEARINGHOUSE MICROFICHE COLLECTIONS (postage extra) $0.162/fiche

SPECIAL COLLECTIONS (postage extra)

Office of Education Research Reports 1956-65	$ 404.43
Pacesetters in Innovation, Fiscal Year 1966	144.57
Pacesetters in Innovation, Fiscal Year 1967	175.31
Pacesetters in Innovation, Fiscal Year 1968	112.12
Selected Documents on the Disadvantaged	334.28
Selected Documents in Higher Education	153.48
Manpower Research: Inventory for Fiscal Year 1966 and 1967	79.67
Manpower Research: Inventory for Fiscal Year 1968	44.41
Manpower Research: Inventory for Fiscal Year 1969	57.71